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FIRST GRADE MANUAL

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FIRST GRADE MANUAL

A Help-Book for Teachers

By

EMMA MILLER BOLENIUS

Author of "The Boys' and Girls' Readers," "Teaching Literature in the Grammar Grades and High School," "The Teaching of Oral English," and "Everyday English Composition" books

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To the Teacher

THIS course in first-grade reading has its roots in the author's love of children and her keen interest in classroom problems. She has endeavored to approach the matter of primary reading both from the standpoint of the latest investigations in primary reading and also through the eyes of the child himself. She has also kept in mind the handicaps of environment, lack of experience of many teachers, over-large classes, and other features that play such a strong part in determining the success or failure of a teacher's work. This course, therefore, is built primarily for the child. It is built secondarily to aid the teacher to do well a task that in itself is tremendous — that of giving the child control of the process that is basal in all of his other school work.

The recent investigations in the field of primary reading — and of all school reading — have been most significant. The author has made a careful study of the latest thought on primary reading as given in reports, investigations, courses of study, surveys, and books by experts. Moreover there is not a suggestion in this book that has not been "tried out" or submitted to the approval of expert teachers of primary reading.

Attention is directed to the following features of the course:

1. **The motivation of the reading exercises.** Reading is made such a pleasure in the child's mind that he is eager to learn to read more.
2. **The correlation of first-grade activities with reading.** Number work, hand work, language, rhythm, etc. — all these are woven with the reading. In fact the whole day is made to revolve around the reading exercises.
3. **The transmutation of seat work into a profitable reading exercise,** by utilizing the child's most dominant trait, using his hands.
4. **The practical sifting of children into good, medium, and poor,** by means of diagnostic exercises and tests, to economize the teacher's time and effort in the application of the sort of drill that suits both the children and the defect. Hence recognition of individual differences.
5. **A system of reinforcement, whereby vocabulary is repeated** very many times under agreeable circumstances.
6. **The use of the play spirit** in reading by means of many varied games.

7. **Progressive exercises in silent reading,** beginning with the first week.
8. **A happy blending of thought getting and word mastery.**
9. **The definite progression along simple lines** made plain by clearly stated objectives and detailed lessons.
10. **Fresh material blended with the best of the old,** all being supplemented by supervised reading from other primers and first readers, the object being that these books may serve to guide — really guide — the child in pursuing his reading along supplementary lines and build in him a love of the best books.

The course aims to prepare children to attack the problems of the second grade with the assurance that strong reading ability always gives. For, after all, reading is the basis of primary work, and the best teacher is she who most expeditiously and happily teaches her children to read well.

The author wishes to thank the many superintendents and teachers who gave largely of their time and effort in the making of this course. Their assistance in going over the manuscripts and trying out material with pupils of various types of schools has been invaluable in adapting the work to actual schoolroom conditions and requirements. Especially does she wish to express appreciation to Superintendent Thomas Gordon Bennett, of Queen Anne's County, Maryland, and his teachers, Miss Mary E. Cockey, Mrs. Lola P. Brown, Mrs. Barbara Harley, and Mrs. Elizabeth Rapp; to Miss Eleanor A. Parker, of Boston, Massachusetts; and to Miss E. May Baker, of Lancaster, Pennsylvania.

Without Houghton Mifflin Company's wealth of copyright material, it would have been impossible to construct this series. The editor feels deeply grateful to them, not only for the rich content of the readers, but also for their untiring editorial coöperation; and to The Riverside Press for their exceptionally fine coöperation in making the typography of the books meet the new standards of experts in primary methods and eye-hygiene.

The Manual itself is intended to be a Help-Book for teachers. The author has tried to inject into it her personal enthusiasm, for she well realizes that the young or inexperienced teacher may be carried on in her work, if a Manual can but seem like a real person standing at her shoulder with guidance. Do not expect a pedantic work in this volume. It has been made as human as possible; for teachers are human, children are human, and reading should be the most human of all the studies in the curriculum.

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REPRODUCED FROM PAGE 20 OF THE PRIMER

FIRST YEAR READING

Behold the child among his new-born blisses,
A six years' Darling of a pigmy size!
See, where 'mid work of his own hand he lies,
Fretted by sallies of his mother's kisses,
With light upon him from his father's eyes!

See, at his feet, some little plan or chart,
Some fragment from his dream of human life,
Shaped by himself with newly-learned art;

A wedding or a festival,
A mourning or a funeral.

And this hath now his heart,
And unto this he frames his song.

Then will he fit his tongue
To dialogues of business, love, or strife;
But it will not be long
Ere this be thrown aside,
And with new joy and pride
The little Actor cons another part;
Filling from time to time his "humorous stage"
With all the Persons, down to palsied Age,
That Life brings with her in her equipage;

As if his whole vocation
Were endless imitation.

WORDSWORTH: *Intimations of Immortality*

THE first year of a child's life in school is the most important he will ever spend there because tendencies begin their development; likes and dislikes are formed that may influence the child's whole school history. Particularly important are these first months in the matter of reading. If the best use is made, first, of the child's dominant traits, and second, of psychological laws, the art of reading can be acquired in much less time than is now consumed in many school systems and with increasing joy for both child and teacher.

And why should not the teaching of primary reading be a joyous thing for both child and teacher? It is giving him a "fairy key" that unlocks vast stores of fascinating things and people and happenings.

This system of reading goes straight to the traits of a child of six for its inspiration. Children love to do things, particularly with their hands. They like to work out things for themselves. They are eager to become intimately acquainted with the friendly objects about them and with the animals that call for comradeship. They want to exercise all their senses, particularly those of sight and touch. They respond to color. They like to play and pretend for themselves. They want to apply things learned in new situations.

Thus they grow, as if each child were that pigmy child of Wordsworth's Ode. What a wealth of modern thought can be found in this staid poem of the Victorian days! Read it with the idea of self-activity in mind.

> See, at his feet, some little plan or chart,
> Some fragment from his dream of human life,
> Shaped by himself with newly-learned art!

Before you begin teaching this first-grade work read carefully through the following introduction. The basic principles discussed here should be kept constantly in mind throughout the first year and should be freshened in memory by repeated reference to these pages. The suggestions are in line with the best thought on reading, as presented in the Yearbooks of the National Society for the Study of Education, in surveys and their attendant recommendations, in revised courses of study, and in the work of experts who have presented in books the problem of primary reading.

The new point of view. During the last decade a great step forward has been accomplished in reading. In such centers of investigation as the University of Chicago, Columbia University, and other educational institutions, in magazines devoted to the interests of the elementary school teacher or to research along the new lines, in associations of school men, as the National Society for the Study of Education, engaged in study of school problems, one of the outstanding subjects of interest has been primary reading. All of these have made great contributions to the pedagogy of reading.

To-day the successful primary teacher must stand squarely on a sound platform of principles in teaching. She will find that the Yearbooks of the National Society for the Study of Education, the Monographs issued by the University of Chicago, and carefully selected books on the pedagogy of reading will help her greatly to reach a commanding position in her chosen field. To aid the inquiring teacher the bibliographies on pages xvii, xviii, xxxiii, xxxvi, and xxxvii are given; all this literature embodies the new point of view in teaching this fundamental subject.

I. GENERAL PRINCIPLES

1. Most important of all, meaning of what is read should engage the child's mind primarily, rather than mastery of the mechanics. It is possible to approach reading through the everyday uses as well as through the story element. In this course meaning is brought to the fore: the method of attack, however, is entirely on the plane of the child and of his abilities and desires. The course is built around the following.

1. Reading through Doing.
2. Reading through Games.
3. Reading through interpretation of Directions.
4. Reading through motivated Story Parties.

2. Reading should be considered as a thinking process. Ability to read implies ability to see similarities and differences — this sentence is like that, this one is different from that — and to draw conclusions or make judgments, which are either voiced by reading words aloud or are interpreted in some way. "'To read,'" says E. L. Thorndike in discussing understanding of sentences, "means 'to think' as truly as does 'to evaluate' or 'to invent' or 'to demonstrate' or 'to verify.'"[1]

The problem of the first-grade teacher is to do everything in her power to make these similarities and differences stand out clearly to the child, so that his grasp of a sentence, phrase, or word is quick and accurate. For this reason matching exercises will always play an important part in helping the child to help himself.

While these lessons are built on this sound interpretation of reading as a matter of recognizing similarities and differences and pronouncing judgments, they go a step beyond that. They approach reading through something of more vital concern to the child. They attack the reading task through the thing in which he is most interested — not dramatization primarily, not matching primarily, important as these are. They combine reading with the child's beloved activities. It is READING THROUGH DOING, — all the reading units are related to interesting things which the child is doing, the directions for which he gladly reads in order to do that which he wishes to do. Reading is associated with meaning.

Reading should not be mere "word calling" or thinking of words individually. From the very first day of school the child should grasp ideas that are larger than mere words; as,

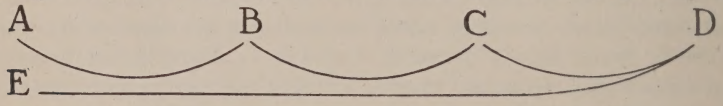
Good morning instead of *Good* and *morning.*

[1] Thorndike, Edward L.: "The Understanding of Sentences." *The Elementary School Journal,* October, 1917.

Therefore, this course aims:

1. To develop matching power ("Three-decker" cards, puzzle games, etc.).
2. To give children reading exercises daily that compel actual thinking in interpreting written directions — all done under the stimulus of great interest. (Silent reading seat work, etc.)
3. To lead children to draw conclusions from facts read. (Thought questions.)
4. To lead them to see big facts in relation to the ideas of a selection. (Organization questions.)

3. Proper eye movements must be cultivated. Experimentation has shown that the eye moves across the page (in good reading) in a series of jerks, pausing for a fractional moment at points along the line (called "fixation points"), where it gathers up "an eye full" of words. The following curves somewhat explain the movements across the page and back.



A, B, C, D = fixation points. A—B, B—C, C—D = eye sweeps.
D—E = long sweep back to new line.

The eye moves in a straight line but the curve makes the idea of "eye sweep" clearer. The latter is equivalent to the space from A to B.

It is desirable to develop the habit of:

1. Reading a line with few eye sweeps (or pauses).
2. Not pausing at each word, but taking in groups, or phrases.
3. Not having to retrace to pick up ideas missed at the first movements across the page.
4. Not making lip movements, when reading silently.
5. Having the eye return to the right spot to begin the next line.

Science is able now to photograph the movements of the eye across the page. It has found that if a child is blocked by an unknown word, the regular progression is interrupted, and the eye flutters back and forth in a vain effort to pick up the thought.

To aid in the formation of right reading habits, this course aims:

1. To develop regularity of eye movements by planning motivated re-reading of known material where no unknown word blocks the onward movement.
2. To prevent "blurs" by anticipating new words.
3. To give perception drills of phrases and sentences that train the eye to grasp more than a single word.

4. Blackboard reading (called Pre-Primer work) is advisable before entering upon the work in the actual Primer. It is the practice in the most progressive schools[1] to use the first few weeks of school for this purpose. This course, therefore, presents:

1. A Pre-Primer period of five weeks.
2. A transitional period of two weeks to induct children into reading of the Primer.
3. A complete series of exercises for all such work.

5. There should be a definite motive for reading. Probably the best motive is reading to find out something that interests one. Is it not possible that children might be furnished with the same motive for reading a story that adults have; namely, the desire to read for the pleasure of reading or the need to learn something, and not merely to get practice in the mechanical act of reading?

6. Real-life motives should be applied in oral reading. One great result of present-day investigations in primary reading is that actual motives from real life are for the first time sensibly applied to the child's reading problem.

Why do we read aloud, we adults? We read aloud to give information to somebody, or to give pleasure to others, or to fix in our own minds something important, or to give ourselves the joy that comes from interpreting beautiful thought in speech. Can not these same motives be applied to our training of children in oral reading? The Manual presents ways and means of doing these things.

The real cause of "word calling" is a wrong emphasis. Too much stress has frequently been put on oral reading because the teacher thought that the child's pronouncing a word aloud was the only way to find out whether he understood the symbol. It is now believed that a child's recognition of a new word can be tested in other ways than by having child after child rise and drone his stumbling way down the page.

Oral reading in this course is motivated. The children read aloud:

1. To play all kinds of games.
2. To entertain other listeners.
3. To find out how speeches are to be said.
4. To inform others.
5. To practice for a Story Party.

---

[1] In the *Nineteenth Yearbook* (*Part I*) of the National Society for the Study of Education you will find interesting first-hand accounts of reading exercises based upon children's experiences and used for blackboard work.

7. Training in silent reading can be begun in the first grade. Not only is every bit of oral reading motivated or made to count, but proper stress is put on silent reading from the first day of school, and the every-day needs of silent reading are taken into consideration.

With what motives do adults read silently? We read to enjoy a story. We read for information. We read to find an answer to some question. We read to verify an opinion. We read to find out the details of which some striking picture is the climax. We read because the illustrations of a book invite us to read. We read a play because later we are going to see it presented. We read to preserve our personal safety, for failure to read various signs in a community might lead to disaster.

We are constantly reading, merely to conduct our daily lives — to buy eggs at a certain price, to take a train according to a printed schedule, to find a certain counter in a department store, to go to the moving-picture play we wish to see, to take the right street car for our destination, to pay a bill, to handle money. We are constantly interpreting street signs and traffic signals, official titles, numbers on houses, telephone and city directories, store signs, people's names, and advertisements. The whole community is built around the necessity of being able to interpret printed symbols correctly.

Silent reading is getting the thought directly from the printed page. Oral reading is not only getting the thought from the printed page but it is giving it out simultaneously through the voice. It, therefore, involves ability in silent reading combined with use of the vocal powers. It is possible for a child to comprehend the meaning of a word without being able to enunciate it correctly. It is frequently found that he can pronounce a word with seeming intelligence and yet have no idea of its meaning. Through silent reading exercises a child's knowledge of words can often be more surely tested than by having him read aloud. It is not knowledge of single words that counts most; it is the child's ability to fit words with others and grasp their meaning in connection with the whole.

This course strikes at once at the community need for interpreting correctly the printed word. Progressive silent reading exercises for following directions and interpreting symbols are given daily.

The method for exercising silent reading involves a number of definite procedures:

1. Reading directions in daily Seat Work.
2. Reading incidentally for a great variety of purposes.
3. Reading silently to find out innumerable things.
4. Reading silently and interpreting the reading in action.

8. The game spirit should be used to motivate drill. Games play a well-merited part in educating children of this young age. Use is made of that principle in as varied and absorbing a way as possible. One might say that the course is built around games:

1. To teach phonetic (or phonic) principles.
2. To test a new reading unit.
3. To get the spirit of certain selections.
4. To teach new words through action.

9. The content of a Primer and a First Reader should arouse the child's interest. This course appeals to the child through

1. His immediate world and activities.
2. His interest in the story.
3. His liking for the simple child-like poem.
4. His interest in pictures on his plane.

10. The preparatory procedure should build backgrounds to aid understanding. To understand what is read even adults need:

1. Knowledge of backgrounds, theme, situations, etc.
2. Knowledge of vocabulary.

Reading matter can be connected with the child's experience by means of conversation or picture study anticipatory to actual reading. In this course all the seeds that later will flower in understanding of a story or of a situation are planted in the child's mind before his actual reading. This is done without his working on the actual story in such a way that he memorizes it.

For several years teachers have approached reading through the folk-tale, for they have felt that the child's native interest in a good story would so engender the desire to read that he would easily acquire the mechanics. Realizing that the material of a folk-tale at the beginning of a year's work was beyond the child's grasp unless he were familiarized with it, teachers have had to use a preliminary procedure to make the children familiar with the material before they actually read it for themselves. In many cases the teacher tells the story to the class, the class tell it back to her, they dramatize it, and then as a climax they read the story for themselves.

The greatest value of this procedure is that it develops a commendable reading attitude and inducts into imaginative literature. The greatest objection, however, is that the children have a tendency to read a page parrot-fashion, on account of memorizing the story and repeating it without any real thinking on their part.

This course utilizes the good in the above procedure in a way that does not interfere with forming right reading attitudes with fresh material.

It uses this method in bridging over from the Pre-Primer work to the reading of the first eighteen pages of the Primer; in presenting Mother Goose, etc., the children learning the rhymes, and playing reading games with them, whereby they learn the word and phrase symbols by association with the memorized rhyme, but in most of the basal lessons the children read for the first time material that is not memorized. The aim is twofold:

1. To develop right reading attitudes.
2. To train in actual reading of new material.

In this course the work leading up to the reading of the selection has three aims:

1. To connect with the child's experiences.
2. To build vocabulary backgrounds.
3. To give the child strength in handling new words.

11. Individual differences should be taken into consideration. This is advisable in order to relieve the super child of unnecessary drill and release him for more stimulating work, and to give the poor or medium child the attention that he deserves.

Abundant correlated and supplementary suggestions are furnished in recognition of the individual differences always found in teachers and in communities. This course presents something for each type of teacher, class, or situation.

Individual differences in children are taken account of daily in Group Work periods. See p. xxviii.

1. The best all-round pupils are released daily from further drill which the medium and poor pupils receive.
2. The medium pupils are released from still further drill which the poor children need.

The Group System should be used in dealing with large classes. The Group Work period, as so designated here, is a means of checking up on this Group System, which is a more or less permanent division of pupils.

12. The vocabulary should consist of words of immediate value to the children, and it should be graded in such a way that the child can master it happily. This is done in this course by the following means:

1. The words rank high in the Thorndike rating. (See page 2.)
2. They average less than three new words a day.
3. Phonetic work is so handled that sight words rapidly decrease.

13. Children need some training in phonetics in order to attack new words independently. Word study should anticipate verbal difficulties by presenting elements that help the child to "unlock" a new word himself. It is well to have ear training precede eye training in recognizing printed symbols. Training in real phonetics should not be given until the children have acquired a small usable vocabulary.

It is now commonly recognized that phonics should be regarded as a "tool subject," not as an end in itself.

Phonics or word study should be given in a separate period from the reading lesson. To associate it with the reading lesson leads children to think that reading is "word calling" and often robs the reading lesson of the charm that it should have.

This course develops:

1. Vocabulary backgrounds for the children.
2. Ability to acquire a body of sight words quickly and accurately.
3. Ability to sound new phonetic words without assistance.
4. Ability to spell phonetic words easily.

14. No course in reading is complete with a basal book alone. These readers, therefore, are buttressed by the strongest pillars in child literature — Mother Goose, Robert Louis Stevenson, and Christina G. Rossetti, together with first-hand acquaintance with appropriate first-grade books.

The children are trained:

1. To have a fund of well-known Mother Goose rhymes memorized.
2. To have a rich allotment of Stevenson and other children's poets.
3. To appreciate good stories and to be able to retell them.

15. Reading is fundamental in the first-grade child's day. For this reason many teachers so relate their reading to free-time activities that there is mutual benefit. This course presents:

1. A series of projects allied to reading.
2. Definite occupation work, whereby the teacher's labor is greatly minimized in planning these free-time activities.

Bibliography: Teachers of primary reading who wish to read more extensively on the new point of view will find the following books suggestive:

A. READING METHODS, ETC.

Huey: *Psychology and Pedagogy of Reading.* Macmillan.
Klapper: *Teaching Children to Read.* Appleton.
Briggs and **Coffman:** *How to Teach Reading.* Row Peterson Company.
Chubb: *Teaching of English.* Macmillan.

Buswell: *Fundamental Reading Habits.* University of Chicago.
Gray: *Remedial Cases in Reading. Diagnosis and Treatment.* Chicago University.
Judd: *Reading: Its Nature and Development.* Chicago University. (Out of print.)
Judd and **Buswell:** *Silent Reading. A Study of Various Types.* Chicago University.
Parker: *How to Teach Beginning Reading.* University of Chicago.
Cleveland Survey: Judd: *Measuring the Work of the Public Schools.*
Haliburton and **Smith:** *Teaching Poetry in the Grades.* Houghton Mifflin Company.
Eighteenth Yearbook. Gray: *Principles of Method in Teaching Reading.* Public School Publishing Company.
Sixteenth Yearbook. Part I. Gray: *Silent Reading.*
Gray, C. T.: *Deficiencies in Reading Ability.* D. C. Heath & Company.
Jenkins: *Reading in the Primary Grades.* Houghton Mifflin Company.
Jenkins: *How to Teach the Riverside Readers.* Houghton Mifflin Company.
Hall: *How to Teach Reading.* D. C. Heath & Co.
Sawyer: *Five Messages to Teachers of Primary Reading.* Rand McNally.
Cox: *Literature in the Common School.* Little, Brown & Co.
Stone: *Silent and Oral Reading.* Houghton Mifflin Company.
Strayer: *Brief Course in the Teaching Process.* Macmillan.
MacClintock: *Literature in the Elementary School.* University of Chicago.
Hosic: *The Elementary School Course in English.* University of Chicago.
McMurry, C. A.: *Special Method in Primary Reading.* Macmillan.
The Baltimore County Course of Study. Warwick and York.
Watkins: *How to Teach Silent Reading to Beginners.* Lippincott.
O'Brien: *Silent Reading.* Macmillan.
Smith, W. A.: *The Reading Process.* Macmillan.
Thorndike: *The Teacher's Word Book.* Columbia University.
Arnold: *Reading: How to Teach it.* Silver Burdett.
Gesell: *The Normal Child and Primary Education.* Ginn & Co.
Hall and **Hall:** *The Question as a Factor in Teaching.* Houghton Mifflin Company.
Laing: *Reading, A Manual for Teachers.* D. C. Heath.
McMurry: *Special Method in Reading.* Public School Publishing Company.
Teaching of Reading. State of New Jersey.
Akin: *Word Mastery.* Houghton Mifflin Company.
Twentieth Yearbook. Part II. *Silent Reading.* (Section 2, **Courtis**, etc.; Section 1, Theisen, Burgess.) Public School Publishing Company.
St. Louis School Survey. Vol. II, part 4 (W. S. Gray).
Spaulding: *Measuring Textbooks.* Newson and Company.

B. TEACHERS — GENERAL

Palmer: *Self-Cultivation in English.* Houghton Mifflin Company.
Adler: *Moral Instruction of Children.* Appleton.
Dewey: *How We Think.* D. C. Heath & Company.
Wilson and **Wilson:** *The Motivation of School Work.* Houghton Mifflin Company.
Freeman: *Psychology of the Common Branches.* Houghton Mifflin Company.
Corson: *Aims of Literary Study.* Macmillan.
Hunt: *What Shall We Read to the Children?* Houghton Mifflin Company.
Moses: *Children's Books and Reading.* Mitchell Kennerley.
Olcott: *The Children's Reading.* Houghton Mifflin Company.
James: *Talks to Teachers.* Holt.
Sweet: *Primer of Phonetics* (Oxford). Clarendon Press.
Kendall and **Mirick:** *How to Teach the Fundamental Subjects.* Houghton Mifflin Co.
Scripture: *Stuttering and Lisping.* Macmillan.
The Elementary School Journal. University of Chicago.
Teachers College Record. Columbia University.

II. THIS READING COURSE

A. CONTENT OF THE PRIMER AND FIRST READER

The Primer. The Primer is made up of selections that appeal to the child's immediate interest, because they deal with his daily activities and experiences, and thus keep more closely to his speaking vocabulary.

In story form the children read experiences in making a house, playing party, store, and carpenter, in having pets, and visiting a farm. With this material are woven Mother Goose rhymes, stories in cumulative folk-tale style, and several word study games. The lessons are so arranged that they give definite daily progression and corresponding drill without sacrifice of interest in the selection.

The First Reader. Cumulative tales, classic fables, poems of real child appeal, silent reading exercises of directions, and several tests comprise the First Reader.

Acquaintance with literature. The content of a reader must appeal to the child's imagination. Hence, the spirit of the folk-tale is brought into both Primer and First Reader.

The child is also acquainted with the best first-grade literature in such a way that he will appropriate it for his own and love it. A great body of Mother Goose rhymes, Stevenson and Rossetti poems, and famous folk-tales is used in a supplementary way.

See Mother Goose, pp. 429–435
See Stevenson, pp. 436–438
See Rossetti, pp. 438–443
See Stories, pp. 444–456

Full references to a wealth of correlated reading are given after each week of the Primer, and after each group in the First Reader.

See pages 299 and 300 for the plan of blending basal and supplementary reading in the First Reader.

B. STEPS IN METHOD

A composite methodology. There is no one perfect method. Teachers will always need to adjust methods to the varying conditions of classes. This course aims to present such an abundance of suggestions, however, that there will be not only a large basal minimum, suitable for all classes, but a large out-lying field of suggestions from which rural teachers, teachers of large city classes, advanced model school teachers — *any* teacher — can find inspiration and help.

The course presents a composite methodology, based on the better features of the work of successful and experienced teachers and the latest investigations. It includes many devices applicable in presenting reading material to different types of children. It is not probable that all of these will have to be used every time.

Steps in method. Methods are often so rigidly adhered to by teachers that the individuality of teacher or child is not developed. For that reason we hesitate to lay down iron-clad procedures; but, in general, the following steps apply to the lessons:

I. Preparation of two kinds:

(*a*) Building backgrounds to insure appreciation. (New Reading period.) This preparation leads children up to the selection by means of conversation, outside picture discussion, etc. It comprises such means as:

1. Associating a story with the children's experiences or environment.
2. Anticipating some phase of the story in an introductory conversation.
3. Bringing a story up to date by reviewing the previous part.
4. Relating the story to some other which the children have read.
5. Raising a question which reading the selection will solve.

See **New Reading,** p. xxiv.

(*b*) Overcoming verbal difficulties. (Word Study period.)

See **Word Study,** p. xxvi.

II. Picture study in Reader. (Beginning of New Reading period.)

Suggestions given in **Manual.**

III. Actual reading for the first time. (New Reading period.)

Children have a motive for reading: in silent reading, to find out; in oral reading, to play a game, to entertain, etc.

See **New Reading,** p. xxiv.

IV. Immediate testing of the reading: drill. (New Reading period.)

Having read the page to find out something, they now re-read in numerous ways in order to have practice. This work is raised above tedious drill by means of games. Number and find games, and "three-decker" cards are the chief means of drill during the Pre-Primer and Primer periods. During the latter part of the Primer and throughout the First Reader thought questions and organization questions constantly force the children to view ideas in relation to one another.

Special silent reading drills are developed in the First Reader.

See **Games,** pp. xxix–xxxi.

V. A later period for speed and ease. (Review period.)

There should be much reading of familiar material. Therefore, in another period the teacher should have the children re-read several pages, thus getting practice in reading several lines of familiar material to find answers to questions that bring out the organization. Children should also dramatize a story, thus showing that they have the content and spirit. They should have extended oral reviews in periodical Story Parties, when they entertain others.

In all these reviews stress is put on quickness in reading the several lines of a thought group or section. Thus, organization of a page or a story is unconsciously impressed on the children. Towards the end of the Primer and throughout the First Reader conscious work is done in organization, or finding topics of paragraphs.

See **Review**, p. xxiv.

VI. Application of basal words in a new situation, and testing. (Daily silent reading seat work.)

Diagnostic tests in this seat work, given every fifth day in the Primer and every tenth day in the First Reader, form the basis for discriminating drill applied to the Groups that need it (in Group Work periods) and definite and graded suggestions in Word Study periods.

See **Seat Work**, page xxv.

Reinforcement. This new lesson described in topics I–VI is further introduced and supported by two Incidental Reading periods a day, and the working up of a project that arouses great interest in the reading lesson.

Suggestions for carrying reading training into other first-grade activities (correlation), and a wealth of supplementary song games, Mother Goose rhymes, poems, and stories provide the teacher with strong helps in making reading (*1*) a worthwhile tool of use to the child in beginning his school work and (*2*) a magic key that unlocks for him the treasures of Book Land.

See **Incidental reading**, p. xxiii.
See **Projects, occupations, and free-time activities**, p. xxxii.
See **Correlation with other subjects**, p. xxxiv.
See **Supplementary song games, poems, and stories**, p. xxxv.

A teaching equipment of a most practical sort has been devised to lighten the teacher's burden. This consists of "three-decker" building and matching cards, word and phonetic cards, pattern sheets, puzzle games, and diagnostic tests.

See **Home-made equipment**, p. xxxviii.

C. REINFORCEMENT OF READING IN DAILY ACTIVITIES

The day's activities in reading. The Manual presents a carefully devised procedure for carrying out all of the different phases of reading, day by day.

It presents the following periods for a day, usually the first four applying to the forenoon and the last four to the afternoon. A teacher, of course, may arrange these for the most suitable times, but in this book they are given in this order.

Children should not be kept too steadily at one type of work. For this reason it is well to have the reading periods frequent and brief in length. A ten-minute period is long enough at first, gradually working up to longer periods. A twenty-minute period is the longest that should be used in the first grade. The seat work period or free-time activities may run longer, so that the child can develop ability to put forth continued efforts.

A minimum of ninety minutes per day should be divided among the daily reading periods.

DAILY READING EXERCISES

1. *Incidental silent reading at the opening of school.* (Several minutes in which the teacher writes on the board something of vital interest for the children to read.)
2. *Project, occupation, or free-time activities.* Optional.
3. *Word study and phonics* for word mastery and vocabulary building.
4. *Basal reading lesson,* with reading unit for the day. (A combination of silent and oral reading.)
5. *Group work drills,* in which by beginning with the whole class, then eliminating the good pupils, then the medium, the teacher in three different types of drill narrows down to the group that requires individual attention. Thus the principle of individual differences is recognized. Optional.
6. *A review period,* in which the new reading is given again with a refreshing change.
7. *Seat work silent reading,* in which the child through silent reading follows written directions for coloring, drawing, etc.
8. *Incidental silent reading at dismissal.* A line or two for silent reading that drives home the reading thought of the day or gives the child something to think about or carry home.

The basal (or minimum) work consists of periods 3, 4, 6, and 7. It is recommended, however, that the teacher put as much as possible of the whole program into operation.

The work is planned to progress day by day. The eight parts are woven together into a unified and interesting whole.

This work is given in detail for each day in order to minimize the work of the first-grade teacher who has her hands amply filled "playing mother" to some thirty to fifty youngsters.

These eight types of work will now be discussed in detail:

A. REAL READING PERIODS

1. Incidental Reading Periods

Purpose. There are frequent opportunities during the day to use the blackboard to convey ideas or directions to a class. Two particularly good times are the opening of school and dismissal. Whatever is written on the board in the morning should remain there all day, exerting a silent appeal and suggestion to the children. The teacher should make occasions to refer to it.

Each Incidental Reading period should be brief, — limited to five minutes.

At other times during the day the teacher can convey directions to the children through blackboard reading; as "Come to the class" or "Go to your seats."

To make this Incidental Reading most effective, the following are necessary:

1. The children should be eager to know what you write on the board.
2. You should help them to find out.
3. The reading matter should be written freshly before the children's eyes each day.
4. You should have a bulletin board.

(*a*) Select a portion of the blackboard that can be spared and make it a spot of great interest, with a different sentence there each day and a changing picture exhibit.

(*b*) Collect pictures illustrating new words to be taught with words written under the pictures.

(*c*) Committees' names may be posted there. Class achievements may be commended. Individual achievements may be honored.

(*d*) Use "What is on the bulletin board?" as a reading sentence put on the other part of the blackboard.

(*e*) Allow a committee of children from the class to have charge of the subject-matter on the board with the teacher as a guide.

(*f*) References to interesting stories or rhymes may be put there.

Topics used. The following are used during the first year:

1. Greetings. (Good morning, Good-by, *etc.*)
2. Sunrise and sunset. (The sun is up.)
3. Children's names. (Mary may come to me.)
4. Days of the week. (This is Monday, *etc.*)
5. Order of days of week. (This is the first day of the week.)
6. Months. (This is September, *etc.*)
7. Weather. (To-day is clear, *etc.*)
8. What a child saw. (To-day Tom saw a ——)
9. Seasons. (Winter is here, *etc.*)
10. Descriptions of pictures. (Here is a pretty cat.)
11. What we did yesterday. (Yesterday we read about the Little Red Hen, *etc.*)
12. What we shall do to-morrow. (To-morrow we shall go to the Park.)
13. Our school. (Our school is Number 43. We have ten rooms in our school, — *each day a sentence.*)
14. Personal achievements of the class. (Mary read best yesterday.)
15. Reading groups specially designated. (The Gray Squirrels read well yesterday. The Kitty Cats read better than the White Mice.)

2. The New Reading Period and Review Period

The new reading. In the Pre-Primer work twenty-five complete teaching units, or selections, are presented in simple, graded form. When the book is taken up, each day's work is treated in detail in the Manual.

Methods for handling the New Reading unit are described on page xx under "Steps in Method."

For games, extensively used for motivated drill, see page xxix.

A teacher with a large class should adopt the so-called Group System and divide the class into several divisions according to her estimate of their abilities. The Group Work period — a new scheme in this book — is intended to aid her in re-grouping as children improve or fall back.

Provision should be made in the classroom for a first-grade library, with shelves set low so that the children can get at the books, and for a low table with chairs about it, where groups can read quietly or look through picture books. A resourceful teacher can make a start in introducing "the library atmosphere" in some corner of her room.

The review. This is intended to be taken at a different time from that of the New Reading unit — in many schools during the afternoon's work, in other schools, when there is but one session, halfway through the morning session. It presents the new words in a new situation or relationship, thus playing an effective part in impressing vocabulary; or it gives opportunity for dramatization, re-reading of familiar material, etc.

3. Silent Reading Seat Work Periods

Silent reading of directions. Much of the Seat Work in the past has been motivated and interesting, and it has kept the child busy. But it has frequently been remote from the dominant idea of the daily reading lesson.

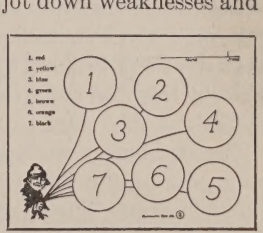
This course utilizes a Seat Work period daily for interpretation of silent reading. The children make their crude drawings with patterns, and then crayon according to the directions put on the board. (See Twentieth Yearbook for interesting exercises developed in Detroit.,

While the children are working out these directions into colored forms, the teacher may give her time to another class, if necessary. Near the end of the time she should walk up and down the aisles and by a glance at each child's work find out whether he read right or not. For instance, if she finds in

Color the rooster red.
Color the duck brown and yellow.

that the child has a brown and yellow rooster and a red duck, she knows that he has read *rooster* and *duck* incorrectly or carelessly.

It is well to keep a note-book of this Seat Work, for it is like "taking the pulse." Have a cheap note-book with a page for a child and mark in some way the *mistakes* the child makes. You can jot down weaknesses and give individual attention to them.



At every fifth lesson the Seat Work is made in the form of a *diagnostic test* in which the children are tested in interpreting basal words of the week, given in directions. Diagnostic tests appear every fifth lesson in the Primer and every tenth lesson in the First Reader, — a total of thirty-two.

These test sheets should be regarded as official and preserved as a Reading Record of the child. If they are passed on to the next teacher they would give her at once an insight into a child's abilities and failings that it might take a month, otherwise, to discover.

Some teachers may find it desirable for the first month to have a Seat Work period in the morning when the children can draw from the patterns and get their sheets ready for the later silent reading Seat Work period, coloring from directions.

For the first and second weeks, you should concentrate on giving the children supervised direction in managing their hands. There has to be some time spent in teaching children how to handle patterns, for the little fingers are untrained. The real Seat Work period should not be consumed

by the child's trying frantically to get his pattern drawing ready. Always remember that this Seat Work period is to be an applied silent reading lesson.

It is unnecessary to comment on the pride with which the youngsters beg to take home to Mother or Father the pictures they have colored in their daily seat work. From the start encourage the feeling that this work is worth keeping.

B. MECHANICS OF READING

1. Word Study Period

Acquiring a spoken vocabulary. Reading demands that children have a vocabulary background and that they should be able to think quickly of what words they have. For this reason special language work in the form of vocabulary games is incorporated in the course:

1. To help the child to get new words.
2. To train him to have these words readily at his command.
3. To train him to use these words with good enunciation and proper regard for meanings.

This vocabulary-building is necessary where foreign children predominate, since the first-grade teacher of reading in a school of foreign children has a double duty: first, to help the children to acquire an oral vocabulary whereby they can make themselves understood and, second, to teach them to read.

The vocabulary work in this course is made so simple that it can be begun during the first week. It is made attractive to the children by means of games, jingles, etc., and is so related to the lessons of the Primer that it illuminates the reading. It also deepens and enriches the child's background of understanding.

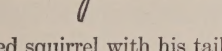
A quickened vocabulary has in innumerable instances led to better all-round work. Man cannot think without the cloth from which thought is cut. That "cloth" is words.

Mastering sight words. Until children are given the phonetic elements that "unlock" a new word they must learn a word as a sight word. Various means are used to make this easy — words are pictured on the Background Cards; words or phrases are given as captions to the Primer Pictures; various games are introduced to make children want to learn new sight words.

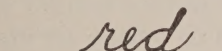
Words are remembered most easily, when associated with others in a sentence. Therefore "tie up" new words with interesting sentences.

It is well to give clues to new words in the form of a striking thought or story; as,

yellow — long, with two rabbit ears sticking up in the middle



red — a little red squirrel with his tail up



In blackboard writing a word should not be divided this way,

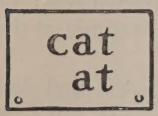
d og

for that presents a different symbol from *dog* and confuses the child. By underlining with chalk or colored crayon you can emphasize the initial or phonogram; thus:

d<u>og</u> do<u>g</u>

After these forms are mastered, the word can be marked d o g and not prove confusing.

Phonic cards[1] for flash drills may be made from oak tag cut 4 × 7½ inches:



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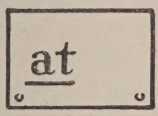

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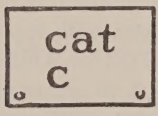

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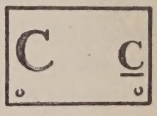
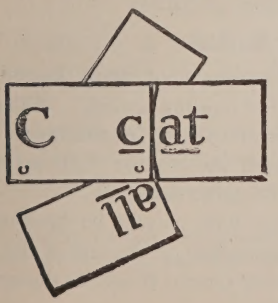


Back

Note. If holes are made, the teacher will find that the cards can be used more expeditiously: (*1*) to put on rings for rapid flash drills and (*2*) to show the blends of a number of phonograms and one initial (or vice versa), when these are fastened together in one hole with a clamp. To present a unified appearance the elements should be placed on the cards like the following sample, so that they really join to form the word. They should be underlined for emphasis.



[1] Furnished by the publishers in inexpensive form.

Ability to attack new words. Language comes to the child first through the ear. In beginning reading, therefore, language elements should be presented first through the ear (true phonics) and only when the child has become trained to recognize sounds should they be presented through the printed symbols (phonetics). Technically speaking, phonics is ear training; and phonetics is eye training, that is, attaching sounds to printed symbols.

In this course phonics and phonetics are used in the following manner:

Vocabulary acquisition and ear training are stressed particularly in the Pre-Primer period, the first five weeks. They form a good foundation for enunciation and pronunciation. They also lay the foundation for true phonetics, which begins in the sixth week.

This ear training with these very young children is made interesting and effective by means of rhymes about the short vowels; as,

At, et, it, ot, ut,
The squirrel is eating a nut!

Thus the children become acquainted with initial and final sounds through ear training first. They have their ear training drills on the short sounds of all the vowels in simple games.

The Pre-Primer ear training of the first five weeks is repeated from the sixth to the tenth week with application to eye training, with words on the printed page.

Teachers who wish to ignore phonics until the sixth week will find that they can do so, because of this repetition of the Pre-Primer work, but they are strongly urged to use the word study suggestions.

The chief object of all exercises is to train children to attack new words easily.

For summaries of phonetics, see the following pages:

Pre-Primer, page 101; Primer, page 296; First Reader, page 425.

2. Group Work Period

Purpose. The group work referred to here does not mean the ordinary groups into which a teacher breaks a class for reading periods. The group work suggested for this period is an attempt to take cognizance of individual differences in children and to furnish the teacher with a forceful means of checking up her own divisions of a large class.

In the morning Word Study period the class should be broken into smaller groups, if the class is very large, depending on the size of the class. But these later drill periods referred to here as Group Work are designed to

check up on the changing abilities of the class as a whole. The plan is to have three sets of drill work, so varied that the weak pupils who work the full time will not be fatigued.

Procedure. The teacher starts with a five-minute drill of the *whole class,* no matter how large. In a short while she releases about a third of the class (the good) to work on project activities or to play seat-work games at their desks, or, later in the year, to read other books.

With the *medium and poor group* remaining, she then takes a different sort of exercise, and while doing it watches for the children that respond best and releases them from the third drill.

Finally she narrows down to the *poor group* that needs most work. She does not continue with them in the same kind of drill, however, for that would be too fatiguing, but carries them along with her in another game, or gives them individual help.

To prevent fatigue, the three exercises are brief and varied.

Furthermore, they are so changed day by day that the same group of children get a varied drill, not the same type.

By this means no child is kept drilling on vocabulary with which he is already familiar; and the pupil who needs it has provision for extra individual attention each day. Short rest exercises may be taken between these group exercises.

C. UTILIZING THE GAME SPIRIT

Motivating through play. By means of *games* the children are kept alert, vying with one another in interpreting the printed thought.

These games are given in detail. Try them all consistently at first to find which ones you can use most effectively and which ones the children like best. Check off the games as you try them, and double check the most effective. Try them all.

Number Games and Procedures

The numbers 1, 2, and 3 are taught first, and the later numbers are introduced gradually. To play the Number Games, number the sentences of the unit.

The following games are a correlation of Number Work and Reading. The initials OR indicate that a game is to be used primarily for oral reading drill; SR, exclusively for silent reading.

Game 1. The teacher gives a number, and a child reads the sentence aloud (OR); or the teacher reads the sentences aloud, and the children give the numbers. (SR)

Game 2. With action sentences, the teacher gives a number, and a child acts the sentence. (SR)

Game 3. The teacher erases the numbers, *1, 2, 3.* She re-numbers in a different order. Then she divides the children into three different groups, one for each number. When she says a number, the children of that group act the sentence. (SR)

Game 4. A child calls a number, and another child reads aloud what the number says (OR); or a child reads the sentence aloud and another child gives the number of it. (OR and SR)

Game 5. The teacher or a child gives the number of a sentence, and another child finds the card that matches it. (SR)

Game 6. The children take sides. The teacher gives the numbers alternately, and the children read aloud what the sentences say. (OR)

Game 7. The teacher asks questions that bring out the organization of the reading unit. Then she has the children read aloud the sentences about these related thoughts and group the numbers. (OR and SR)

Game 8. The Teacher Game. Seven children come to the front of the room and stand in line. They are the seven teachers. The real teacher whispers a number to each child in order, from one to seven. As each child announces his number, he calls on a pupil to respond by reading aloud the sentence for the number. The seven little teachers verify these readings. (OR)

Game 9. The Thinking-about Game. A child stands up and says, for instance, "I am thinking what a certain number says about our cat." The other children in turn say numbers, reading the line with each number. The child who reads the line, about which the child was thinking, goes on with the game. (OR)

Game 10. Re-arrangement. Beginning with *1*, the children renumber the sentences in a different order, the children suggesting which one to take next. The teacher writes the numbers on the board, and the children re-read the selection in the new order; as,

1, 7, 2, 4, 3, 6, 5 (OR)

Find Games

Find Games can be played with any kind of printed or written cards, colored objects, colored wool, pictures of animals, lines, words or phrases in a selection, and any other thing that suggests the word to be found. They are excellent tests of the child's ability to read silently, for if he finds the object correctly we may conclude that he has read the sentence right.

Game 11. To drill on the action words *run, walk, hop,* for instance, you can place on the blackboard ledge three cards with those words on them and then write on the board "Find *walk*," etc. The children look at the three cards, choose the one that matches *walk* in your sentence, bring it over and hold it under it. They repeat the word *walk* aloud, thus making still another impression on the child's mind. (SR and OR)

Game 12. The teacher puts the Background and Matching Cards at different places on the blackboard ledge. Then she writes on the board three sentences, numbering them 1, 2, 3, each sentence beginning with the word *Find.* The teacher calls a number and the child finds the card that has on it what the sentence says. (SR)

Game 13. The teacher reviews previous cards by placing them along the blackboard ledge. She says "Find — "[here she reads for them the card that she wants.] The children read the cards rapidly until they find the one that says what she announced. The child who reads it aloud correctly takes it to his seat. Later he reads it aloud for the class. (SR and OR)

Game 14. The teacher divides the class into sides and plays game No. 13 by announcing a "Find" alternately to each side. At the end, each side reads its cards to the other side. (SR and OR)

Game 15. The Teacher Game. A child plays teacher. He stands at the board and approves (or criticizes) what each child says. The real teacher writes "Find —— " (here comes what she wants found). She writes at different places on the board various words on which she is drilling. Then when she writes the direction "Find *run*," for instance, a child goes up to the board and points to it, saying the word aloud. Zest may be added to this game by dividing the class into two groups, writing the words twice at different ends of the blackboard and having the children draw a circle about the words they recognize by saying them. The side that has the more cards wins. (SR)

Game 16. The Find Game with printed slips of words. A puzzle game, like that with *walk, run, hop*, can be played by an even number of children, say from two to six. Each child is to find a certain word from the cards spread out on the table. The children choose in turn and match them to what they have, spread out before them. The child with the most cards wins. (SR)

Game 17. The children form groups which subdivide into Bunny Rabbits and Gray Squirrels (Primer), or Kitty Cats and White Mice (First Reader). On the table are a number of cards with *hop, run, walk*; *red, yellow, blue*. The children take turns in telling each other what to draw. If a child draws the right card for the name said, he may keep it. The side with the greater number of word cards wins. (OR and SR)

Game 18. The Thinking-about Game. This is played either with numbered sentences on the board or with cards. The child stands up and says, "I am thinking about something. Can you read it?" The other children take turns in asking "Is it —— ," reading the line aloud. The first child answers, "No, it is not —— " or "Yes it is —— ," thus emphasizing the word even more strongly. The child that reads the right sentence stands up and thinks about another line. (SR and OR)

Game 19. Silent Reading Card Game. In script or print copy on heavy paper, $5'' \times 2''$ in size, sentences that are suitable for a silent reading game. Distribute the cards. The children lay them face down. At your signal a child turns the card and takes a quick glance, then does what it says. A child across the aisle may verify. The cards should be made a standard size and kept as a pack in an elastic band.

Game 20. Making stories of words. When a word card is flashed, instead of saying it aloud the children make up a sentence using it in a story; as, teacher flashing the card *barn*, the child reads silently, then says "My father went into the barn to feed the cows," or "I saw a barn."

Other Games

Many additional games are described throughout the Manual. Lack of space forbids giving details a second time here. See *Games* in Index.

III. OPTIONAL AND SUPPLEMENTARY

A. PROJECTS, OCCUPATIONS, AND FREE-TIME ACTIVITIES

To utilize the planning and playing propensity of childhood, reading activities may be carried over into occupational and free-time work.

Purpose. In this course the occupational activities, suitable for free-time, run side by side with the reading and mirror it. Acquisition of vocabulary and power to get meanings of sentences quickly are thus given great importance in the child's mind, rather than only in the teacher's, as is sometimes the case. He becomes *eager* to improve in reading, for even from the beginning he sees that reading is going to be vital in doing things he likes to do.

The activities. These may well be entered upon at once after the Incidental Reading of the day. They are optional, however, for the course is complete without them.

PRE-PRIMER PERIOD

(Five weeks — blackboard reading)

1. Making up Games and Songs.
2. Making Barnyard "stories."
3. Making Paper Dolls.
4. Making Paper Pets.
5. Making Pet "stories."
6. Creating a Barnyard
7. Playing Barnyard Parade
8. Making an Animal Booklet.

PRIMER PERIOD

(Fifteen weeks — Primer and supplementary reading)

THE MORNING GAME (Pages 1–19)

9. Making a "Book."
10. Playing a story.
11. Illustrating a "Book."
12. Making a poster.

MAKING A HOUSE (Pages 20–35)

13. Making a house
14. Making furniture.
15. Making paper dolls, trees.
16. Making an animal book.

PLAYING PARTY (Pages 36–52)

17. Having a party.
18. Making toys.
19. Making a Jumping Jack.
20. Making a toy frieze
21. Making a toy shop.
22. Making a poster.
23. Building a market.
24. A Pantry Party.

PLAYING STORE (Pages 53–75)

25. Making a bank.
26. Building a store.
27. Making card money.
28. Making things to sell.
29. Making a Christmas tree.
30. Making candles, etc.
31. Making a toy booklet.

HAVING PETS (Pages 76–89)

32. Making pets.
33. A pet frieze.
34. A pet booklet.
35. A pet exhibit.
36. Animal Pet Booklet.

PLAYING CARPENTER
(Pages 90–95)

37. Making things for garden.
38. Making birds for window
39. Making blackboard cage.
40. Making cardboard cage.
41. Making bird house.

MOTHER GOOSE PROJECT
(Pages 96–110)

42. A Mother Goose Show.
43. Stand-ups, Mother Goose characters
44. Mother Goose May-Pole dance
45. A Mother Goose booklet.
46. A Mother Goose frieze.

VISITING A FARM (Pages 96–110)

47. Making a sand-table farm.
48. Visiting a farm.

49. AN ALPHABET BOOKLET
(Pages 111–120)

FIRST READER PERIOD

(First Reader and supplementary reading)

STORIES OF PETS (Pages 1–27)

1. Making stand-ups of pets.
2. Making a pet booklet.
3. Caring for a real pet.

FARM STORIES AND ACTIVITIES
(Pages 28–49)

4. Making a sand-table farm.
5. Making clay animals.
6. Making a big bunch of grapes.
7. Making a souvenir for a party.

KEEPING HOUSE (Pages 50–77)

8. Making the house itself
9. Putting in accessories.
10. Housekeeping activities.
11. A Mother Goose House Party.

A VISIT TO THE WOODS
(Pages 78–95)

12. Making stand-up trees.
13. Making stand-up wild animals.
14. Making an acorn frieze.
15. Making a butterfly frieze.

PLAYING CIRCUS (Pages 96–120)

16. Planning a Circus.
17. Playing circus.

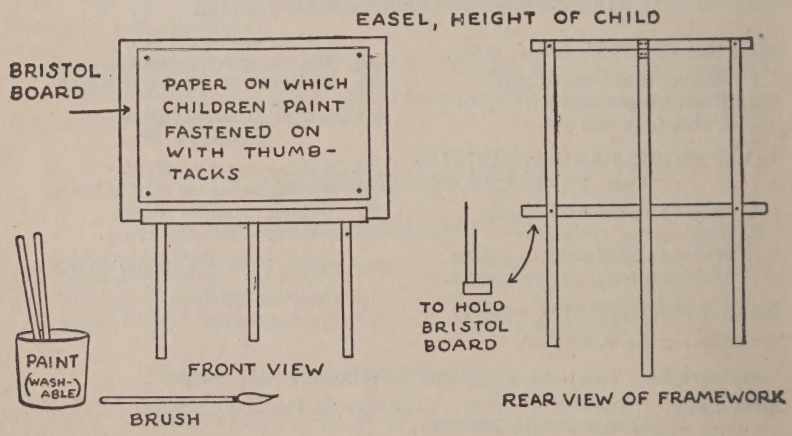
Bibliography. The teacher will find the following books helpful:

Moore, A. E.: " The Use of Children's Initiative in Beginning Reading." *Teachers College Record*, vol. 17, pp. 330–343.
Kilpatrick: "The Project Method." *Teachers College Record*, September, 1918.
Kilpatrick: Series of articles on project. *Journal of Educational Method.* University of Chicago Press.
Symposium on the Project. *Teachers College Record*, September, 1921.
Dobbs: *Primary Handwork.* Macmillan.
Seegmiller: *Primary Hand Work.* Atkinson, Mentzer & Co.
Holton and **Rollins:** *Primary Hand Work.*
Russell and **Bonser:** *Industrial Education.*
Finley: *Practical and Artistic Basketry.* Barnes.
Beard: *Little Folks' Handy Book.* Scribner.
Froelich and **Snow:** *Art Education.* Prang.
Beard: *Mother Nature's Toy Shop.* Scribner.
Sage and **Cooley:** *Occupations for Little Fingers.* Scribner.
Prang: *Text Book in Art Education.* Prang.
The Twentieth Yearbook, Part I. *New Materials of Instruction* (a description of projects used in schools). Public School Publishing Company.

B. CORRELATION WITH OTHER SUBJECTS

Reading fundamental. Reading is concerned with the thinking processes of the child, with the formation of proper habits, with the broadening of his experience. All the activities of the first year can be so closely connected with reading that both they and the reading exercises gain in importance in the minds of the children.

Correlating art. The following sketches show how one of our most successful primary teachers (The Horace Mann School) constructed an easel on which the children could paint scenes suggested by their reading.



Correlation with other work. In this course the following are interwoven with the reading exercises. Definite suggestions are given at the end of each week during the Primer, and after each group during the First Reader.

Conversation	Nature study	Picture study [1]
Story telling	Incidental numbers	Collections
Language	Dramatization and pantomime	Games

[1] *Perry pictures.* The Perry Picture Company, Malden, Mass.

One cent size.	3″ × 3½″.	For 50 or more.
Two cent size.	5½″ × 8″.	For 25 or more.
Four cent size.	7″ × 9″.	New York Edition, for 15 or more.
Ten cent size.	10″ × 12″.	Extra size, for 5 or more.
Bird pictures in natural colors.	7″ × 9″.	3 cents each for 15 or more.

When the number of any size specified above is ordered, with them may be ordered any number, *however small*, of a *smaller* size picture, but not of a larger size.

C. SUPPLEMENTARY READING AND STORY-TELLING

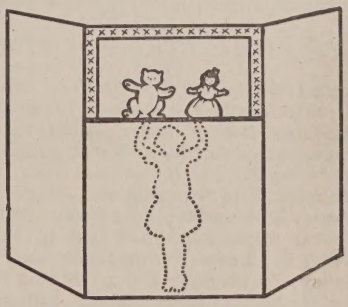
The need. No course in reading can be complete without a reinforcement in song, rhyme, poem, and story. The prime favorites of children are presented in this course with the hope that children will appropriate Mother Goose, Stevenson, Rossetti, and others as their exclusive property.

Song games, poems, story-telling. These are listed at the end of each week of the Primer, and after each group in the First Reader.

The text of the Mother Goose rhymes, poems, and stories to tell children each week is given at the end of the Manual. Rhymes or poems may be copied on the board and on cardboard for reading purposes.

Mother Goose, Nos. 1 to 90.	See page 429.
Robert Louis Stevenson, Nos. 1 to 19.	See page 436.
Christina G. Rossetti, Nos. 1 to 15.	See page 438.
Miscellaneous poems, Nos. 1 to 21.	See page 440.
Stories to tell children.	See page 444.
Stories for children to read.	See page 455.

A home-made theater. Great fun can be injected into dialogue work by constructing a theater out of a screen, and using it as the Punch and Judy shows suggest.



Extra supplementary reading. The usual practice of finishing a basal book and then going through a number of other books has been abandoned for what seems a better plan — namely, inserting this supplementary reading between periods of work on the basal book.

The advantages are:

1. The teacher can check up bad habits better by coming back to a basal book and an organized daily course.
2. The children run short lengths in extensive reading and come back, after each period of independent reading, to the careful training of the course, instead of running a longer period with no opportunity to check up.

Group I.	Page 336.
Group II.	Page 365.
Group III.	Page 398.
Group IV.	Page 412.
Group V.	Page 424.

It has also been provided during the weeks of basal lessons on each group in the First Reader.

Bibliography. The following books are suggestive for supplementary work:

SONG GAMES, ETC.

Hofer: *Children's Singing Games.* Flanagan.
Bentley: *Play Songs.* Barnes.
Crawford: *Dramatic Games and Dances.* Barnes.
Smith: *Songs for Little Children.* Milton Bradley.
Smith: *Music Course* (*Primer*). American Book Company.
Smith: *Songs of a Little Child's Day.* Milton Bradley.
Gaynor: *Songs of the Child's World.* John Church Company.
Dann: *First Year Music.* American Book Company.
Modern Music Primer. Silver.
The Lyric Primer. Scott Foresman.
Poulsson: *Finger Plays.* Lothrop, Lee and Shepard.
Songs with Music (*Kindergarten Children's Hour*). Houghton Mifflin Company.
Crowninshield: *Mother Goose Songs.* Milton Bradley.
Burchenal: *Singing Games.* Schirmer.
Newell: *Games and Songs of American Children.* Harper.
Walker and **Jenks:** *Songs and Stories for Little Ones.*
Hailmann: *Songs, Games, and Rhymes.* Milton Bradley.
Hill: *Song-Stories for the Kindergarten.* Ginn.
Newton: *Graded Games and Rhythmic Exercises.* A. S. Barnes.
Johnson: *Education by Plays and Games.* Ginn.

COLLECTIONS OF STORIES AND STORY-TELLING

Bryant: *Stories to Tell to Children.* Houghton Mifflin Company.
Bryant: *How to Tell Stories.* Houghton Mifflin Company.
Coe: *First Book of Stories.* Houghton Mifflin Company.
Poulsson: *In the Child's World.* Milton Bradley.
Richards: *The Pig Brother and Other Fables.* Little, Brown & Co.
Richards: *Five Minute Stories.* Little, Brown & Co.
Hoxie: *Kindergarten Story Book.* Milton Bradley.
Cooke: *Nature Myths and Stories.* Flanagan.
Bailey and **Lewis:** *For the Children's Hour.* Milton Bradley.
Bailey: *For the Story-Teller.* Milton Bradley.
Bailey: *Stories Children Need.* Milton Bradley.
Lindsay: *Mother Stories.* Milton Bradley.
Lindsay: *More Mother Stories.* Milton Bradley.
Bingham: *Mother Goose Village.* Rand McNally.
Wiggin and **Smith:** *The Story Hour.* Houghton Mifflin Company.
Keyes: *Stories and Story-Telling.* Appleton.
Boston Collection of Kindergarten Stories. Hammett.
Bryant: *Stories to Tell the Littlest Ones.* Houghton Mifflin Company.
Scudder: *The Children's Book.* Houghton Mifflin Company.
Danielson: *Little Animal Stories.* Pilgrim Press.
Wright: *With the Little Folks.* Houghton Mifflin Company.
Kready: *A Study of Fairy Tales.* Houghton Mifflin Company.
Olcott: *The Wonder Garden.* Houghton Mifflin Company.
Johnson: *Book of Fairy Tale Foxes.* Houghton Mifflin Company.
Hopkins: *The Doers.* Houghton Mifflin Company. (For reading aloud.)
Hunt, C. W.: *About Harriet.* Houghton Mifflin Company. (For reading aloud.)
Johnson: *Book of Fairy Tale Bears.* Houghton Mifflin Company.
Wiggin and **Smith:** *Tales of Laughter.* Doubleday, Page Co.
Jacobs: *English Fairy Tales.* Putnam.

Bailey: *Firelight Stories.* Milton Bradley.
Grimm: *Fairy Tales.* Various editions.

COLLECTIONS OF POEMS

Stevenson: *A Child's Garden of Verses.* Scribner.
Rossetti: *Sing-Song* (complete poems). Macmillan.
Mother Goose. (Wheeler edition). Houghton Mifflin Company.
Mother Goose. Illustrated by Jessie Willcox Smith.
Buffum: *Mother Goose in Silhouettes.* Houghton Mifflin Company. (Suggestive for paper cutting.)
Hazard: *Three Years with the Poets.* Houghton Mifflin Company.
Burt: *Poems Every Child Should Know.* Doubleday.
Lang: *Nursery Rhyme Book.* Warne.
Lear: *Book of Nonsense.* Stokes.
Burgess: *Goops and How to be Them.* Stokes.
Wiggin and **Smith:** *The Posy Ring.* Doubleday.
Scudder: *Verse and Prose for Beginners.* Houghton Mifflin Company.
Welsh: *Book of Nursery Rhymes.* D. C. Heath.
Wiggin and **Smith:** *Pinafore Palace* (nursery rhymes). Doubleday.
Sherman: *Little-Folk Lyrics.* Houghton Mifflin Company.
Brown: *A Pocketful of Posies.* Houghton Mifflin Company.
Livingston: *What Daddies Do.* Houghton Mifflin Company.

BOOKS FOR CHILDREN TO READ

Perkins: *Dutch Twins Primer.* Houghton Mifflin Company.
Grover: *Kittens and Cats.* Houghton Mifflin Company.
Grover: *Sunbonnet Babies Primer.* Rand McNally.
Craik: *Bow-wow and Mew-mew.* Flanagan.
Bannerman: *Little Black Sambo.* Reilly & Britton. Stokes.
Scudder: *Verse and Prose for Beginners.* (R.L.S., No. 59.) Houghton Mifflin Co.
Silvester and **Peters:** *Happy Hour Stories.* American Book Company.
Grover: *Overall Boys.* Rand.
Potter: *Tale of Peter Rabbit.* Warne.
Potter: *Tale of Benjamin Bunny.* Warne.
Brooke: *Johnny Crow's Garden.* (Nursery rhymes.) Warne.
Caldecott Picture Books. Nos. I and II. Warne.
Cox: Brownie Books. Century.
Haaren: *Rhymes and Fables.* Newson.
Old Nursery Rhymes. Illustrated by Kate Greenaway. Warne.
Wiley: *Mother Goose Primer.* Merrill.
Blaisdell and **Blaisdell:** *Boy Blue and His Friends.* Little.
Grover: *Folklore Primer and First Reader.* Atkinson.
Story Hour Primer and *First Reader.* American Book Company.
The Beacon Primer and *First Reader.* Ginn.
Free and *Treadwell: Primer* and *First Reader.* Row.
Elson Primer and *First Reader.* Scott Foresman.
Winston Primer and *First Reader.* Winston.
Progressive Road to Reading. Story Steps. Book I. Silver Burdett Co.
Child World Primer and *First Reader.* Johnson.
Riverside Primer and *First Reader.* Houghton Mifflin Company.
Studies in Reading. Primer and First Reader. University Publishing Company
Other Primers and First Readers at hand.

A HOME-MADE EQUIPMENT

I. "THREE-DECKER" MATCHING AND BUILDING CHART [1]

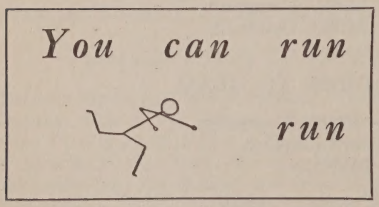
Description. There are 22 sets of cards. Each set consists of four sizes, made from oak tag or cardboard.

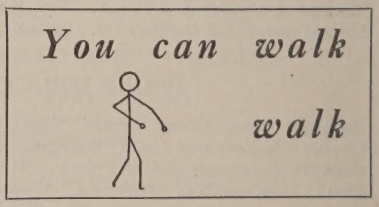
Background card with picture	$12\frac{1}{2}'' \times 22\frac{1}{2}''$
Matching Card	$8'' \times 22\frac{1}{2}''$
Building Card	$4'' \times 15\frac{1}{2}''$
Word Cards	$4'' \times 7\frac{1}{2}''$

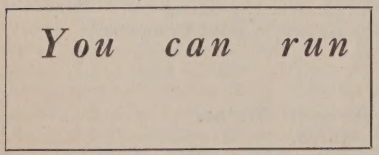
Twenty background cards have pictures to objectify the new words. The two other cards are color charts, on which seven different colors of paper are pasted.

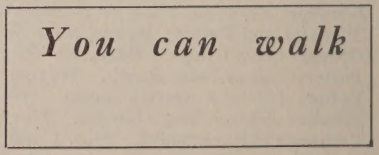
The set of cards, for instance, for teaching action words, is as follows:

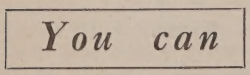
Front *Back*

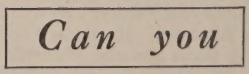


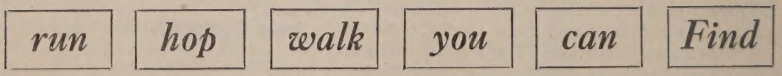












Purpose. These cards are the equivalent of a flexible chart. The value of the ordinary chart is secured without its weakness — lack of variety — and without its costliness.

[1] Furnished, in inexpensive form, by the publishers.

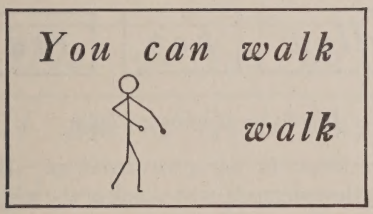
The greatest value of this "three-decker" flexible chart is (*1*) the speed and minimum effort by which the teacher can get drill material of varied content; (*2*) the opportunity it gives the children to build their own paragraphs; and (*3*) the objectifying of basal words on background sheets by means of pictures.

They furnish a varied assortment of material for perception card drills: sentences, phrases, and words.

The cards are like a Pre-Primer book stood on the blackboard ledge and manipulated by the teacher.

Method of using. There are five distinct uses.

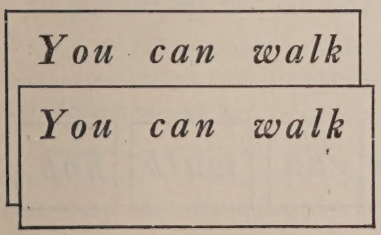
(*1*) *The background cards present new words by means of pictures.*



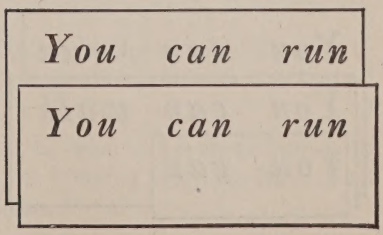
(*2*) *The matching cards test observation of sentences.* The teacher places on the blackboard ledge several matching cards (the medium size), one of which is identical with the new background card. The children look at them, pick out the one that matches (says the same thing), and place it directly under the printed line against the background card.

A second application of this matching idea is secured by merely turning the two cards over to the back, and again the children find the card that matches each line.

1st matching — fronts

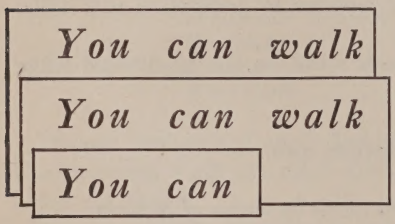


2d matching — backs

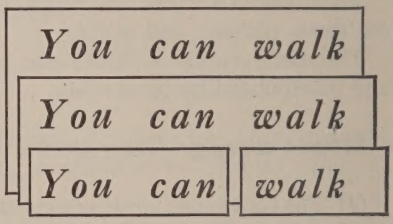


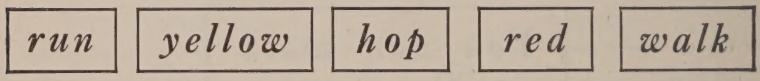
A third and fourth matching is done by placing a third line (the phrase card) under the two that they have been working with, and completing this third sentence by finding the word that matches in a number of other words stood on the blackboard ledge.

3d matching — building card



4th matching — word card

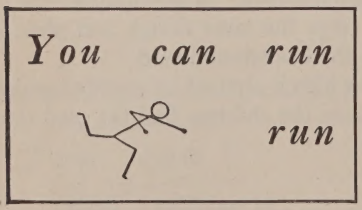




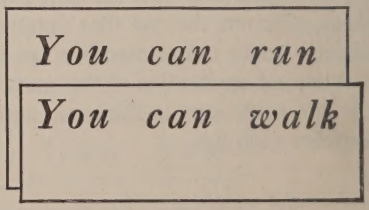
Words on blackboard ledge

(*3*) *There are four stages in paragraph-building.* Beginning with the background card (*1*), the teacher lays the back of the matching card against it to get two different sentences (*2*). To these she adds a Building Card to get (*3*), and completes the paragraph by filling in one of the word cards (*4*).

1



2



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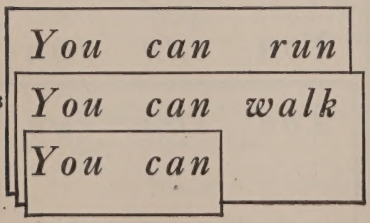

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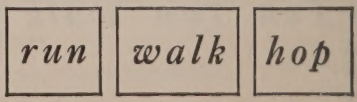
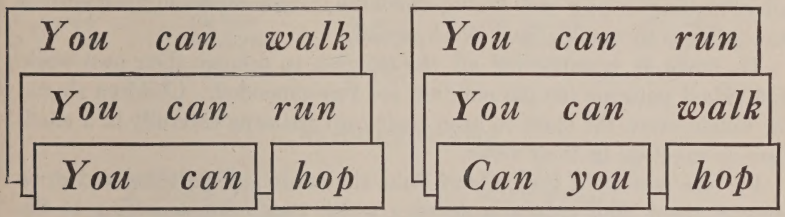
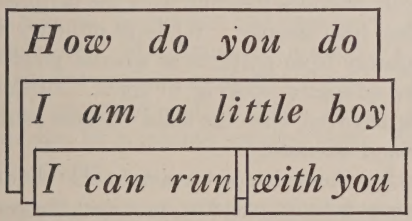


From these three word cards placed on the blackboard ledge the children can pick out the one that reads best with the two other sentences, thus completing three-line paragraphs; as,



(*4*) *There is a great variety of content possible in building the paragraphs.* By mixing fronts and backs of all the cards a great variety can be secured.



The children delight in blending a variety of sentences by supplying from the blackboard ledge phrases and words that are suitable for the third line.

The Manual gives full directions for making repeated use of old cards in building fresh paragraphs.

(*5*) *For quick perception drills,* the cards are great time-savers.

Word, Phonic, and Phrase Cards. Full directions for word, phonic, and phrase cards are given at the beginning of each week.

See pages 99, 294, 297, and 426 for summaries of cards, word lists, etc.

Note. In holding cards for flash drills the teacher should take pains to see that she holds a card straight; holds it steadily; and holds it so that all the children can see it.

Home-made perception cards should be done in ink in preference to pencil because the latter is too faint. A lettering pen, one-eighth of an inch wide, can be purchased at a bookstore.

II. PATTERNS FOR SILENT READING SEAT WORK

Purpose. This Manual furnishes a complete set of graded exercises in silent reading, one for each lesson, which the teacher copies on the board for the children to use in a Seat Work period.

To make it possible for all the children to prepare their own work, individual patterns for the children are recommended. Children should be taught from the start to keep their own patterns carefully in a small box or envelope in their desks.

For the seat work the children take the cardboard patterns and draw around them, thus getting a drawing which they color according to the directions written upon the blackboard.

It must always be remembered that these are reading lessons primarily, not drawing lessons. Therefore, the means should be used that most quickly and correctly provides the child with the pictures to which he will apply the directions read silently. While in ordinary work we heartily commend getting away from patterns as soon as possible, in the case of this seat work we advocate sticking to them. Furthermore, no small accomplishment is achieved when the child's fingers learn to draw around a pattern quickly and accurately.

A teacher can at any time give permission to able children to make their own original drawings without patterns, provided she is sure that such an act will not affect the real object, which is reading directions.

Drawings from patterns may also be made at another time and not in the Silent Reading Seat Work period.

Pattern sheets.[1] The following patterns arranged on four sheets of oak tag may be purchased from the publishers.

PRE-PRIMER

1. box
2. ball
3. tent
4. kite
5. boy
6. girl
7. cat
8. dog
9. bird
10. bird (flying)
11. cow
12. sheep
13. pig
14. hen
15. rooster
16. duck
17. turkey
18. barn
19. tree
20. sun

PRIMER

1. Betty
2. Tom
3. house
4. table
5. chair
6. bed
7. pumpkin
8. Teddy Bear
9. Dolly Dot
10. squirrel
11. rabbit
12. Jumping Jack
13. A cut-up Jumping Jack
14. potato
15. apple
16. meat
17. bread
18. butter
19. egg
20. plate
21. milk
22. quarter
23. nickel
24. penny
25. dime
26. bank
27. fish
28. candle
29. bird house
30. hammer
31. nail
32. board
33. man
34. horse
35. Wiggle-Wag
36. elephant
37. goat

[1] Furnished, in inexpensive form, by the publishers.

FIRST READER

1. Grandfather Pig
2. Barnswallow
3. spectacles
4. manger
5. ox
6. basket
7. cabbage
8. carrot
9. pea-pod
10. beet
11. mouse
12. fox
13. goose
14. hound
15. corn
16. grapes
17. squash
18. bear
19. lion
20. monkey
21. deer
22. tea-cup
23. saucer
24. spoon
25. top
26. bird's nest
27. caterpillar
28. cocoon
29. butterfly

MOTHER GOOSE

1. Miss Muffet
2. Little Bo-Peep
3. Humpty-Dumpty
4. Jack and Jill
5. Little Boy Blue
6. Marjorie Daw
7. Old Mother Hubbard
8. Mother Goose
9. Little Jack Horner
10. The Old Woman in the Shoe

On the Mother Goose sheet Mother Goose titles are printed in very large black letters with several lines of the rhymes that can be cut out and used for matching with the pictures. The rhymes are printed in large type to be cut out and used as Mother Goose books for the class library or for reading aloud. The other pattern sheets also have reading material that may be cut up into "stories."

Jack and Jill

How used. A pattern sheet may be cut into the teacher's patterns, from which a pattern is then made by the teacher out of cardboard or oak tag for each individual child. It is better for the teacher to make the patterns because it consumes less time, is difficult for the child and is of no real value in teaching reading. An older pupil may prepare them.

The patterns themselves have been evolved from actual usage. They are conventionalized forms which the child's untrained hands can use effectively. There are no sharp corners or hanging fragments that are easily torn off.

The patterns may be used by the children in making their own diagnostic test sheets, but this tracing of patterns should be done at an earlier period so that the child gives his whole attention to the test.

To meet the requirements of economy necessary in many schools the use of patterns in the seat work has been so planned that a half sheet of paper of the larger size will be sufficient to hold the group of patterns. Therefore, ordinary paper of that size may be cut in half and distributed.

III. DIAGNOSTIC TESTS [1]

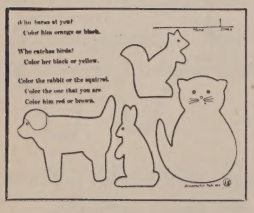
Value and purpose. No argument need be presented in favor of the scientific test. It has come to stay. But an argument needs to be presented against the half use of the scientific test. In other words, giving a test and stopping with the mere giving is futile. The test of greatest value is the one that serves diagnostic purposes and is made the basis of "follow-up drill."

Thirty diagnostic tests are given in the course, in Seat Work periods, — one each week during the Primer stage.

These tests serve five purposes:

1. They apply the Intelligence Testing idea to first-grade work.
2. They furnish a tangible basis (a diagnosis) for dividing a class into superior and inferior groups or for checking up on a permanent division of a large class.
3. By being planned for every 5th lesson, they give such frequent opportunity for "checking up" and for regrouping, that the teacher can more readily detect *where* inferior pupils are weak and center on correcting those weaknesses.
4. They release the superior group from unnecessary drill and give them opportunity to progress at "their own gait."
5. They save the teacher's time and patience, as well as the children's.

How used. The diagnostic tests consist of sheets of paper 9″ × 11½″ in size, on which are silent reading directions and outlines or figures for coloring.


Color him orange or black.
Who catches birds?
Color her black or yellow.
Color the rabbit or the squirrel.
Color the one that you are
Color him red or brown.

The test sheets are so simple that they can easily be made from patterns so that a teacher is not compelled to buy them in order to get their usefulness in her class. By use of the hectograph a teacher's sample sheet can be made as useful as a full set ordered for the children. She does not even need to have the sample sheet because each diagnostic test is pictured in the Manual, so that she can lay her patterns on paper in the right position.

The teacher who uses script in her Pre-Primer work may copy the directions on the board if she prefers, and ignore the printed directions on the test sheet.

Only basal words of the week are used in a diagnostic test (and not all of these); therefore, the test is absolutely fair as a basis for division; it presents the minimum.

[1] Furnished, in inexpensive form, by the publishers.

The teacher by a system of marking has the children record on their papers their individual symbols (or names), so that she can glance through the papers at her leisure and check the figures that are wrongly colored, thus getting for the individual child a record of success or failure and the exact spot of weakness.

These sheets should be preserved as the reading record of each child, for they furnish an excellent summary of his reading work of the year. They could be sent on to the next teacher with great profit to the class and a saving of time for her. They should not be destroyed nor taken home. They should be regarded as official. The other seat work may frequently be taken home to show parents.

The follow-up work consists (*1*) in regrouping a class to suit changing needs revealed by the tests, and (*2*) giving to different children the kind of drill most needed. The play spirit is injected into this work in such a way that it offers a great incentive to children to want to learn to read better.

Subjects of the tests. There are 32 tests for the first year; twenty-one for the Primer and eleven for the First Reader. They test two things:

1. Basal vocabulary — single words
2. Thinking power — words in context

Several of the basal words of the week are used in each test, hence vocabulary is graded to the abilities of the class. The silent reading exercises on the sheets also furnish a test of the child's developing thinking power and of his ability to interpret words in relation to one another. The content is based on the week's words, but the form is a series of progressive exercises in thinking.

(a) Pre-Primer and Primer

1. Tests 3 primary colors and 3 geometric forms. Page 18.
2. Tests 7 colors, and numbers from 1–7. Page 39.
3. Tests color words applied to five basal words of the week, drawn as objects. In phrase form. Page 58.
4. Tests color words applied to five basal animal names of the week. In sentence form. Page 76.
5. The word *color* associated with five new basal words of the week. Page 94.
6. An alternative offered; omission of coloring of one figure, the test. Page 115.
7. Words of the poem in the Primer carried over into coloring of a drawing that illustrates the poem. Page 133.
8. Coloring directions applied to four objects and two people of the house project. Page 147.
9. Coloring directions applied to six animals now spoken of with the folk-tale names used in the story. Page 162.
10. Alternative offered, the Gray Squirrel doing one thing and the Bunny Rabbit another; a figure left blank, the test. Page 177.

11. Full directions for coloring the parts of a Jumping Jack. Page 188.
12. The foods learned in the food story to be colored according to directions. Page 201.
13. More complicated directions combining number with reading. Page 214.
14. A test in leaving one of the figures blank and in inserting features on the face of the sun. Page 226.
15. An alternative offered; leaving a figure blank as the test; testing *or*. Page 236.
16. Testing six basal words of the week. Page 245.
17. A House-that-Jack-built story with the color directions incorporated in it — thus furnishing a more lengthy series of reading directions. Page 254.
18. Coloring Mother Goose characters according to directions, the new features being the Mother Goose titles. Page 265.
19. Other Mother Goose characters. 18, continued. Page 276.
20. (*a*) Speed and comprehension test, "Betty's balloon," Primer, page 116. See page 286.

    (*b*) Recognition of numbers combined with basal words of week. Page 288.

(b) First Reader

21. One figure left uncolored, accuracy; test of story; direction other than coloring (dot). Page 314.
22. Tests function, or meaning, as well as recognition of word ("goes sailing through the sky" — kite); original drawing introduced. Page 331.
23. Original drawing of Gray Goose and Gray Hound. Test, coloring hound brown and goose white and orange can apply only to figures on printed sheet, not to child's drawings, because in those the goose and hound are designated as gray. Space left above goose and hound for insertion of child's drawings. Difficult test to find the real thinkers. Page 344.
24. Test of basal words, tying up with story. Page 358.
25. Ties up basal words with general knowledge ("thing you take to market" — basket; — "what rabbit likes to eat" — cross put on more than one thing for the thorough thinker). Page 372.
26. Tests understanding of Mother Goose rhymes. Page 392.
27. Tests understanding of evolution of butterfly through basal words; alternative offered. Page 410.
28. Tests observation ("big tail"); story ("lost tail"); general knowledge and observation. Page 417.
29. Tests power to grasp meaning of words from association with other words (context) and application of phonetics in two new words ("*cheese* box" and "*she* above it"); original drawing and application of word *between*. Page 421.
30. (*a*) Speed and comprehension test, "The Fox and Goat," First Reader, page 48. See page 360.

    (*b*) Speed and comprehension test, "The Lion and Mouse," First Reader, page 114. See page 420.

    The two tests to be cut apart and used at different times.

Bibliography. *Journal of Educational Research. Twenty-first Yearbook. Intelligence Tests and Their Use.*

IV. THE PUZZLE GAMES [1]

Described. The puzzle games are made on oak tag, size $9\frac{1}{2}'' \times 3\frac{3}{4}''$ with strips marked to be cut up into little word cards by the teacher.

(a) *Matching and Sentence building*

Puzzle Game 1: Action Words		
walk 1	*run* 1	*hop* 1
walk 1	*run* 1	*hop* 1
walk 1	*run* 1	*hop* 1
walk 1	*run* 1	*hop* 1
walk 1	*run* 1	*hop* 1
walk 1	*run* 1	*hop* 1
Can you 1		*run* 1
Can you 1		*walk* 1
Can you 1		*hop* 1
You can 1		*run* 1
You can 1		*walk* 1
You can 1		*hop* 1

(b) *Building Mother Goose Rhymes*

Puzzle Game 13: Little Boy Blue CUT-UP			
Little Boy Blue, *Come, blow your horn.* *The sheep 's in the meadow.* *The cow 's in the corn.* *Is this the way* *You mind the sheep?* *Under the haystack* *Fast asleep.* 13			
Little 13	*Boy* 13	*Blue* 13	*Come* 13
blow 13	*your* 13	*horn* 13	*The* 13
sheep's 13	*in the meadow* 13		*The* 13
cow's 13	*in the corn.* 13		*Is* 13
this 13	*the* 13	*way* 13	*You* 13
mind 13	*the* 13	*sheep* 13	*Under* 13
the haystack 13		*Fast* 13	*asleep* 13
Little 13	*Boy* 13	*Blue* 13	

[1] Furnished, in inexpensive form, by the publishers.

These small word cards should be kept in an envelope or a box, plainly marked on the outside.

The subjects of the games are given on pages 4, 103, and 302.

Purpose. The games begin with simple matching of words and progress in difficulty to the building of sentences, and laying out of Mother Goose rhymes. They are intended to make the child acquainted with a body of Mother Goose literature.

They are intended for individual or small group seat work games and offer motivated practice in word, phrase, and sentence recognition.

They are used first by the superior group of children, who quickly "pass" through them. They then become the "practice material" of the inferior group, frequently with a superior child supervising or aiding.

Keeping a Record. A child's performance of building a game correctly should be recorded in some way. A great incentive is introduced into a large class if the teacher will make a chart of the pupil's names and columns for the games; and put it up where the children can watch their achievements grow. Doing four times correctly "passes" a child to the next game. Front and back versions should each be done twice to "pass."

	1	2	3	4	5	6	7	8	9	10
Tony Moreno	𝍸	𝍸	𝍸	𝍸						
Alice Smith	𝍸	𝍸	𝍷							

These games should be held out as "privileges" that the children have to *earn*. Discourage any tendency to drift from game to game in careless fashion. It may pay in some schools to appoint certain superior children "keepers" of the games for a week.

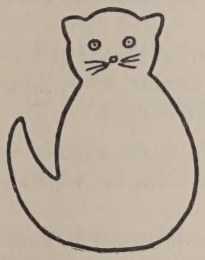
V. A CLASS LIBRARY

Home-made "stories." Various ways to get a "library" simple enough to fit the capacity of a beginner are suggested in the Manual. From the very first month the feeling should be aroused that there are delightful things waiting to be read. Think what it means to a child during his first month in school to go to a place in the classroom and find a "story" to read to himself or others, or even to take home to read to Mother. If you will passepartout the sheet of oak tag used for the "story," you will find that it can be used again and again by the children without being torn.

The teacher suggests to the children that they make up "Pet stories," or "Barnyard stories." (Details furnished in the Manual.) She writes the story for them, but they must be the artists and make their own illustrations. The best (or one that shows most improvement) from each day's seat work will be selected for these.

Cut tag board, size $8\frac{1}{2}''$ x $11''$, and write the reading unit on it, leaving room at the top for the best illustration to be pasted on.

Front of a "Pet story" on oak tag



[*A child's illustration from seat work*]

cat

[*A reading unit*]

What am I?
I am little.
I am black.
I say Mew, mew.
I play with the little girl.
I am the cat.

Back of the same "story"

1. cat
2. Mew, mew
3. little
4. say
5. play
6. girl
7. who
8. I
9. am
10. black

[*Material for a word game on the back*]

The Mother Goose rhymes and pictures, furnished on the pattern sheet, should be treated in the same way.

These separate "stories" should be filed in a box, in which the side has been cut out and the lid fastened tight, to make a filing case; or kept in envelopes. Heavy envelopes may be cut across the top so that the "stories" can be easily taken out. On the outside of such a holder, of course, the name "Pets" or "Barnyard" should be written in large letters. Each teacher likes to work out her own way of handling material.

Children love to read these little stories from the cards. They vie in reading them to each other. As a great privilege they may sometimes be allowed to take a "story" home.

A small printing press in a primary room becomes a fascinating object to the children. They can even create their own "books."

A use for discarded readers. Frequently teachers have an opportunity to get old or discarded primers or first readers. Do not spurn such books. There is usually something of value in them. Take such sheets out carefully by cutting the binding and not tearing the leaves.

Stories of "The Little Red Hen" and "The Gingerbread Boy" could be taken from such a book. Wrapping-paper covers may be made for them, stitched on the sewing machine, and bound with passepartout along the back. Passepartout is not necessary to preserve the book, but it adds much to the looks of the "book." If one story overlaps another, type the left-over part on a sheet of paper cut the size of the book and insert it at the end, or the beginning.

Simple poems should be mounted separately on cardboard and used for the class library. We use the word "library" because even these little tots like to become acquainted with grown-up phraseology.

Usability of equipment. It is well to standardize the sizes of oak tag paper used for such single page selections because then the selections can be preserved or filed more satisfactorily.

Such tiny "stories" and "books" must be stowed away in your room at regular places and in regular envelopes, boxes, or home-made filing cases so that the children can take them out and put them back without your supervision.

After the work has started, committees of children can have charge and act as a "library committee."

Always remember that it is not the size of your equipment that counts, but the usability of it.

PRE-PRIMER PERIOD (5 weeks)

General Objectives [1]

Among general objectives beginning in these early weeks are the following, which continue throughout the year:

1. To develop real love for reading.

Tell an interesting story each week. Read simple poems and ask the children to tell you what they are about. Help them to learn several poems a month. Read from story books brought from home by the children. Encourage them to want to share their picture books with others. Suggestions are given at the end of each week for such work. Take it when it fits best into your program.

2. To encourage children to want books for a personal library and a class library.

Collect pictures, under which titles can be printed. Make booklets for a first-grade class or an absent member. Train the children to handle books carefully, and with clean hands, and to turn pages without tearing them.

3. To lead children to realize that reading is thinking.

Have them reproduce in their own words what you read to them or what they read by themselves. Read a story the children know, and pause frequently and let the children tell what happened next. Often put their own ideas on the board. Stress accurate hearing or reading.

4. To help children see that different symbols have different meanings.

Label various things in the class room, each with its proper name, — not only furniture, pictures, and other objects, but boxes with articles the children use frequently; as, scissors, pencils, etc. Use *A*, *B*, *C* books with large type and have the class find words or letters that are alike.

5. To have them get the sense of a phrase or line before reading it aloud.

Have children use markers (size $5'' \times 3''$) to help them focus eyes on lines. A library card makes a good marker.

6. To build up a vocabulary background for the class.

Make a point of using new words repeatedly in conversation so that repetition makes them the child's. Thus you prepare the way for understanding. Fit your vocabulary to your group. In this course many vocabulary games are given.

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[1] These objectives should be kept in mind throughout the year.

The First Two Weeks

The Pre-Primer work begins with two weeks of song projects, and exercises in learning to recognize and use crayons and the seven chief colors. These two weeks provide for a working basis. Children who enter late can fall right in line with the rest of the children without delaying the work, on account of the repetition and review. Though the lessons may seem to go slowly at first, they unconsciously prepare for work that will suddenly go quickly.

The objectives of these first two weeks of foundation work are to have the children learn:

1. Seven colors by name.
2. Numbers from 1 to 7.
3. Action words *Find, run, walk,* and *hop.*
4. Salutations; as, "Good morning," "Good-by," etc.
5. Facility in matching words, sentences, or phrases.
6. Silent reading of directions in seat work.

Vocabulary

Professor E. L. Thorndike after ten years of laborious investigation published "The Teacher's Word Book," a volume in which is recorded the 10,000 most-used words in children's literature. In giving this list, he divides each thousand of the upper 5,000 words into *a* and *b* — *a* being the higher 500 words and *b* the lower 500 words. Thus *1a* means that a word was in the first five hundred from the top; *2b* in the fourth five hundred.

Naturally the most used words occur in the highest thousand. Professor Thorndike further differentiated the upper 500 by enumerating whether the word is in the upper hundred, etc.; as, *1a1,* highest 100; *1a2,* in highest 200; *1a3,* in highest 300; *1a4* in highest 400; *1a5,* in highest 500. It is obvious that these words should have a prominent place in a primer vocabulary.

In the table on the next page summarizing the Pre-Primer vocabulary two important things are given: (*1*) the rating in the Thorndike list of 10,000 words and (*2*) the number of times a word has been used in the Pre-Primer. Four variants and one Manual word (color) are included.

The vocabulary of the Pre-Primer and Primer consists of words not only most common in the children's vocabulary but those most frequently used in children's literature. It therefore admirably prepares the children to read the popular folk tales with enjoyment.

Pre-Primer Lessons	*Times used*	*Thorndike rating*	*Lessons*	*Times used*	*Thorndike rating*	*Lessons*	*Times used*	*Thorndike rating*	*Lessons*	*Times used*	*Thorndike rating*
1			**6**			**13**			**20**		
Good, good	77	1a1	orange...	31	2a	Who.....	30	1a1	Cock-a-.....		
morning...	66	1a3	**7**			Mew, mew...	48	4a	doodle-do..	5	..
Good-by...	67	3b				cat.....	39	2a	rooster.....	30	5b
2			How, how	47	1a1	**14**			Cock-a-do...	10	..
			do.....	85	1a1				**21**		
You, you ..	283	1a1	black....	40	1a3	big.....	49	1a4			
Can, can...	295	1a1	**8**			Bow, wow...	20	..	We, we	49	1a1
run.....	94	1a2				after.....	35	1a1	have.....	59	1a1
walk.....	60	1a3	I.....	220	1a2	dog.....	35	1b	duck.....	32	2b
hop.....	65	3a	am.....	160	1a4	**15**			Quack, quack	25	5a
3			very.....	44	1a1				**22**		
			well.....	41	1a1	Tweet.....	59	..			
to.....	34	1a1	green....	25	1a5	bird.....	26	1a5	turkey.....	30	3a
Find, find ..	73	1a2	**9**			**16**			Gobble, ...		
red.....	47	1a4							gobble	13	9
yellow.....	45	1b	What, ...			This, this....	76	1a1	Color, color .	18	1a5
blue.....	27	1a5	what ..	58	1a1	is.....	114	1a1	**23**		
4			round....	45	1a3	cow.....	48	1b			
			and.....	98	1a1	Moo, moo...	42	..	barn.....	26	2a
Girls, girls .	53	1a3	brown...	48	1b	**17**			in.....	10	1a1
Boys, boys.	52	1a2	**10**						**24**		
5						sheep.....	46	1b			
			11			Baa, baa.....	36	5	up.....	2	1a1
The, the...	261	1a1				**18**			down.....	2	1a2
said.....	152	1a2	A, a.....	100	1a1				tree.....	21	1a2
			little.....	97	1a1	pig.....	39	2a	trees	30	1a2
			boy.....	27	1a2	Wee, wee....	28	3a	**25**		
			with.....	56	1a1	may.....	41	1a2			
			Play, play	70	1a3	**19**			sun.....	9	1a4
			12						shine.....	20	1b
						hen.....	48	2a	on.....	17	1a1
			girl.....	23	1a3	Cluck, cluck..	27	4b			
			say.....	74	1a2						

Repetition of vocabulary in first five weeks.

A special effort has been made to fix these words by repetition in interesting content. A glance at the table will show you that a large majority of the words have been used over thirty times, many over fifty, and some over a hundred. Thus the children master these words in spite of themselves.

All the words used less than thirty times in the Pre-Primer are strengthened through repetition in the next two weeks. When the children enter the actual reading in the Primer they have an unusual grasp of the words used. In other words, Pre-Primer work develops "reading strength."

Materials

1. Number cards: 1–10.

2. Patterns for silent reading seat work:

Circle (ball), square (block), triangle (tent); rhombus (kite); boy, girl, cat, dog, bird; cow, sheep, pig, hen, rooster; duck, turkey, barn, tree, sun.

3. Diagnostic tests, Nos. 1–5. Given complete with each week in Manual. (See page xliv.)

No. 1: *red, yellow, blue.*
No. 2: *red, yellow, blue, orange, black, green, brown*; numbers *1–7.*
No. 3: *boy, girl, cat, dog, bird, a.*
No. 4: *cow, sheep, pig, hen, rooster, This, is.*
No. 5: *Color, duck, turkey, barn, tree, sun, the, Who, can, do.*

4. Puzzle games, for matching and sentence building in seat work. (See pages xlvii.)

No. 1. *walk, run, hop, You can, Can you.*
No. 2. *red, yellow, blue, Find.*
No. 3. Good morning Song — strips.
No. 4. Good morning Song — cut up into words.
No. 5. Greetings' song — strips.
No. 6. Greetings' song — cut up.
No. 7. *orange, black, brown, green, round, very.*
No. 8. *boy, girl, cat, dog, bird, I am a.*
No. 9. *cow, sheep, pig, hen, rooster, This is the.*
No. 10. *duck, turkey, barn, tree, sun, We have a.*

5. " Three-decker" flexible chart: Nos. 1–22. (See p. xxxviii.) Given complete with each week in Manual. (Equivalent of perception cards and chart.)

1. Color chart	5. Color chart	9. Girl	13. Cow	17. Rooster	21. Tree
2. Action words	6. Greetings	10. Cat	14. Sheep	18. Duck	22. Sun
3. Salutations	7. Riddle	11. Dog	15. Pig	19. Turkey	
4. Boys and girls	8. Boy	12. Bird	16. Hen	20. Barn	

6. Colored paper for charts of " three-decker."

7. Crayolas or crayons and cheap practise paper for silent reading seat work.

8. Heavy paper for color card games; "pet" and "barnyard" stories.

Note to Teachers

The lessons are given in much detail, for it is believed that teachers appreciate such detailed guidance in beginning reading. To make the various types of work clear, objectives are stated for each brief period.

The course presents a maximum and a minimum. The maximum apportionment for a day consists of:

1. Incidental reading.
2. Project activities, morning talk, etc.
3. Word study and phonetics, including Group Work.
4. Periods for new reading and review.
5. Seat work silent reading.

To permit of the greater latitude advisable in dealing with primary activities the daily assignments for the project are placed together. The teacher can therefore more easily see the trend in the project and can rearrange to suit her class or as the class desires.

For somewhat similar reasons, and to emphasize the fact that such work is not real reading, the daily Word Study periods and the daily Group Work exercises, which provide two drill periods a day in mechanics of reading, are placed together and not with the regular lesson assignments, where, however, references to them by page, facilitate finding the work. By having this work placed together the teacher has more opportunity to look it through easily and to adjust it to the varying needs of classes.

Suggestions for correlation of the various first-grade activities with reading, and for supplementary story-telling, rhymes, etc., are given after each week. At the end of the book poems and stories are given. See page 428.

The material for each week is presented according to the following outline.

Plan for Each Week

PRELIMINARY MATTER FOR THE TEACHER

- Specific objectives, or aims of week
- Materials
- New words and phrases

REAL READING PERIODS (Daily assignments)

- Incidental reading: opening
- New reading period
- Review period
- Seat work: silent reading period
- Incidental reading: dismissal

MECHANICS OR DRILL WORK (Daily assignments)

- Word Study period
- Group Work period

OPTIONAL AND SUPPLEMENTARY

- Projects, occupations, and free-time activities (Daily suggestions)
- Correlation with other subjects; morning talks, etc.
- Song games, poems, and story-telling

FIRST WEEK

Specific objectives. To teach:

1. Numbers *1, 2, 3.*
2. Color words *red, yellow,* and *blue.*
3. Action words *walk, run, hop,* and *Find.*
4. Ear training: (*a*) rhyming game with the "Fun Jingle"; (*b*) guessing game with sounds of *f* and *r.*
5. Polite salutations: (*a*) "Good morning" and "Good-by"; (*b*) a Good morning Song.

Materials.

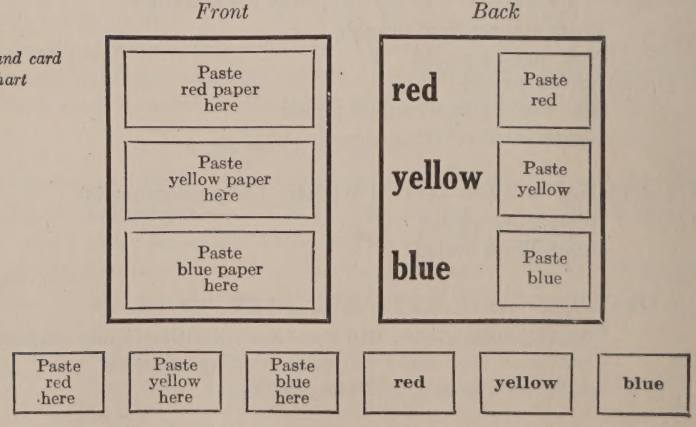
1. Number cards, *1, 2, 3.*
2. Puzzle games. (See page xlvii for a full description.)

   No. 1. *walk, run, hop, You can, Can you*
   No. 2. *red, yellow, blue, Find*
   No. 3. Good morning Song, in strips

3. Patterns — circle, square, and triangle, called "ball," "block," and "tent." (See page xlii.)
4. Crayolas and cheap paper.
5. Diagnostic test No. 1, testing *red, yellow, blue.* (See page xliv.)
6. "Three-decker" flexible chart Nos. 1–4. (See page xxxviii.)

No. 1 (*red, yellow, blue*)

With colored paper pasted on, as indicated.



No. 2 (*walk, run, hop*)

Background card	(*a*) You can run. (picture)	(*a*) You can walk. (picture)
Matching card	(*b*) You can run.	(*b*) You can walk.
Building card	(*c*) You can ( ).	(*c*) Can you ( ).
Word cards	(*d*) [run] [walk] [hop]	(*d*) [you] [Find] [can]

No. 3 (Salutations)

Background card	(*a*) Good morning. (picture)	(*a*) Good-by. (picture)
Matching card	(*b*) Good morning.	(*b*) Good-by.
Building card	(*c*) Good morning ( ).	(*c*) Good-by ( ).
Word cards	(*d*) [to you] [Good] [to]	(*d*) [morning] [good] [Good-by]

No. 4 (*The, boys, girls, said*)

Background card	(*a*) The girls said (picture)	(*a*) The boys said (picture)
Matching card	(*b*) The girls said	(*b*) The boys said.
Building card	(*c*) The girls said ( ).	(*c*) The boys said (
Word cards	(*d*) [girls] [The] [boys]	(*d*) [said] [the] [find]

New words. The words marked with the asterisk should be learned for sure, as they are fundamental in progressing to the next week's work.

This list includes all the words, even those used incidentally:

1st day	*2d day*	*3d day*	*4th day*	*5th day*
Good	You	Find	girls	said
morning	can	*red	boys	The
Good-by	run	*yellow		
*1	walk	*blue		
*2	hop	to		
*3				

OPTIONAL AND SUPPLEMENTARY

I. Projects, occupations, and free-time activities. See page 25.
II. Correlation with other subjects. See page 27.
III. Supplementary song games, rhymes, and stories. See page 27.

READING PERIODS

Note. See Introduction, pages, ix to l, and pages 25–29 for suggestions about correlation and supplementary work.

1st DAY (Numbers *1, 2, 3*)

Incidental reading: Opening. *Objective:* to arouse interest in reading.

When the children first assemble introduce "Good morning" in the morning talk. Then say, "Now, watch me. I am going to make the blackboard say what I said to you." Write "Good morning." Then say it to the class, and they read it back to you. One aisle may say it to another aisle. Keep this on the board all day for silent appeal. Script is better than poor printing.

Project. Optional. See p. 25. Bee-hive game and finger play, p. 27.

Word study. See page 19.

New reading. *Objective:* to review numbers *1, 2,* and *3* presented in the Word Study period, and colors.

(*a*) Make large *1, 2, 3*'s in conspicuous places on the blackboard, with at least ten of each number. When you call a number, a child will find it on the board and, if correct, say it aloud and "put a ring around it."

Review *1, 2,* and *3* with three objects; as, "Touch . . . [hold up card with *2*] . . . objects on the desk or wall."

Make a large *1, 2,* and *3* on the board and have the children follow your arm movements in the air.

(*b*) Play the Find Game with numbers and colors by using cards on the blackboard ledge:

T. Find *1*. (*Numbers.*)
CH. [Points to card *1*.]
T. [Gives different numbers.]
CH. [Finds and points.]
T. Find yellow. (*Various colors.*)
CH. [Finds.]

Group work. Optional. See page 22.

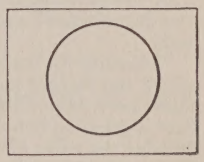
Review. *Objective:* to test whether the children actually recognize *1, 2,* and *3*, and to speed them up in applying the numbers to directions spoken by the teacher.

Number the rows of children *1, 2,* and *3*, or, if they are not seated in rows, divide them into these groups.

Next tell something for each row to do when you write its number on the board; as, "Hold up a colored crayon."

The children who make no mistakes may go to a table or desk and make numbers *1*, *2*, and *3* with corn or beans, matching big samples put on the board. It is well to have large calendar numbers pasted on oak tag, so that each child may have one on his desk to build over and guide him.

Seat work. *Objectives:* (*a*) to show children again how to handle crayons so that they do not crayon carelessly or too rapidly; (*b*) to test them in the colors red, yellow, and blue; (*c*) to test the numbers *1*, *2*, and *3*. Silent reading.



Give each child a red, a yellow, and a blue crayon, and a sheet of paper on which you have drawn a circle about two inches in diameter — calling it "ball" to the class.

First comes a drill in taking up crayons of different colors: red, yellow, blue. Show how to hold the crayon. Then have each child turn his paper to the back and practice drawing lines with different crayons.

Next, explain that in coloring a ball they should begin in the center with a dot and go slowly around it, so that no white shows. Then when the ball is filled with color it will be all red, or blue, or yellow, no white showing through. Demonstrate this careful method at the board. Then the children take red, make a dot, and go around it. Then they try yellow, and then blue. Tell them that it is "rolling up the color like a snow-ball."

When you feel that they understand the care with which this crayoning is to be done, tell them that they are to color a ball by rows. Row 1 should make it red; row 2, yellow; and row 3, blue. Call for these rows by number and ask what colors they are to use. Then have them all turn their papers to the picture of the ball, hold up certain crayons by rows, to be sure they are right, and put a dot in the center of the ball. Then they begin crayoning round and round the dot.

While the children are crayoning this first drawing, you should go from child to child to see how he is holding his crayon and making his lines. Check the tendency to make careless strokes or to let the white show. Also observe whether each row is using the color it was directed to use. When you find a child using the wrong color, emphasize the importance of following directions and have him take the right crayon and continue.

Note: Color-blind children. A color-blind child cannot recognize a color, but he can recognize the word for the color. He can be taught that *red* is the color red, even if he is not able to pick out red on a color chart. Therefore, for a color-blind child the teacher should prepare an individual box of crayons with the color words pasted on the crayon; as, *red* on the red crayon.

Incidental reading: Dismissal. At the end of the day remind the class of what you had written on the board at the beginning of school (*Good morning*). Then say that the Chalk Fairy has something else to tell them. Write *Good-by,* framing it with your lips. Say:

"All who understand what I am saying may raise their hands and come and whisper it to me."

As they whisper, tell each he may go, and thus dismiss the class. Those who did not get it are told what it is and let go; but you should note which ones are slow in catching your lip movements.

In commenting on the advantage of beginning something worth-while on the first day of school, a primary teacher of nine years' experience, who used the method, said:

"Through the Incidental Reading of 'Good morning' at 9 A.M. on the first day of school the teacher and her boys and girls became immediately acquainted. Even these mere babies forgot Mamma and to cry. At this particular time the teacher fixes a grasp on her class for the remainder of the year. At the first recess on this first day the sister of one of my little boys said to him, 'What did you have to-day?' He answered proudly, 'We read *Good morning.*'"

2d DAY (Action words *run, walk, hop*)

Incidental reading: Opening. *Objective:* review.

Say that you are going to speak to a certain row (*1, 2,* or *3*). The Chalk (or Chalk Fairy) will speak, and the row should answer politely, saying, "Good morning, Miss Jones." Then write:

Good morning, 1. [*First row answers.*]
Good morning, 2. [*Second row answers.*]
Good morning, 3. [*Third row answers.*]

Project. Optional. See page 25.

Word study. See page 19.

New reading. *Objective:* to teach *walk, run, hop.*

Present these words by means of the game of Jointed Dolls. Children love to imitate the stiff walking steps of a doll or a marionette. (P. 28.)

Call for three children to play dolls. Say that these dolls can do certain things.

Give each a number card with *1, 2,* or *3* on it. Then say, "I am going to whisper something to doll No. 1 and she will do it for you." (Whisper *walk,* and the child walks, imitating the stiff walk of the marionette.) Then ask the class, "What can Doll *1* do?" [Walk; Doll *1* can walk; Yes, you can walk.]

Then say, "Now I am going to show you how the Chalk would tell Doll No. 1 that she can do that." Write on the board:

1. You can walk.

Say, "You can walk, — Do it, Mary." [*Child walks.*]
Whisper to the second doll, "Hop." [*Child hops.*]
Say, "Chalk will tell you what she did." Write:

2. You can hop.

Whisper to the third doll, "You can run." [*Child does.*] Say, "Chalk will tell"; so write on board:

3. You can run.

Then review the numbers and associate each with the doll and her action:

1. You can walk. [*Child does.*]
2. You can hop. [*Child does.*]
3. You can run. [*Child does.*]

Play and sing the song "My Dolly" on page 28.

Give the three number cards to three other children, and let them play Jointed Dolls. Say a number, and the child with that number will look at the board, read silently the sentence for the number, and act what it says.

Erase numbers, renumber, give cards to three other children, who, when called on, read the corresponding sentence silently and do what it says.

Thus from the beginning the children learn to read silently and get the idea that reading "tells things" to them.

Group work. Optional. See page 23.

Review. *Objective:* to fix *1, 2,* and *3; walk, run, hop.* "Three-decker" flexible chart No. 2 (see page 7).

(*a*) The children match the two larger sheets of the "three-decker" chart, which you have placed on the blackboard ledge with the following reading unit, now on the board:

1. You can run.
2. You can walk. (SR and OR[1])
3. You can hop.

Then erase the numbers, renumber, and play number games No. 1 (OR) and No. 2 (SR). (See p. xxix.) Erase the action words and write them in again in a different order (as, *hop, run, walk*), and play the games.

[1] SR and OR indicate silent reading and oral reading respectively.

(*b*) Then write on the board, and the class will play the number games.

1. Can you run?
2. Can you walk? (OR and SR)
3. Can you hop?

(*c*) Then say, "The Chalk is going to say something real short":

1. run (SR)
2. walk
3. hop

Call on a child, say a number, and the child acts the song (p. 28) for what it says. Go around the class that way.

Put on the board the words *run, walk, hop* with little action figures; as,

Use little figures to symbolize, keeping them on the board as many a child will gradually learn by *seeing*.

After this blackboard review take up the cards of flexible chart No. 2, and use them in the matching way.

In this lesson use merely the matching device, not the sentence-building.

Seat work. *Objective:* to follow directions accurately in applying numbers and colors. Silent reading.

Distribute paper and a pattern of a square, cut out of oak tag, which you call a "block" or "box." Show the children how to lay the paper on the desk, how to place the pattern in the best position on it, and how to draw carefully around the pattern. By holding a big pattern against the blackboard you can show them how to go around the edges and still keep the tips of the fingers tight against the middle of the pattern. This is a lesson in muscular adjustments, and children need practice in learning to handle patterns.

Have them draw three boxes on their paper.

On the board draw three boxes in a row, like the boxes the children have made. Under each put in order *1, 2, 3*. Let the children decide what colors they want the boxes to be. To check up, then, put the color card that shows how each box is to be colored on the ledge under that box; as,

1 [Red card]

2 [Blue card]

3 [Yellow card]

This seat work tests the child's care in crayoning and his accuracy in listening to directions. Stop the tendency to crayon carelessly. Tell the class that real painters always put their colors on slowly and evenly, so that no white shows where they have colored.

A glance at the papers as you walk down the aisles will show you which children did not follow directions in coloring.

Some children will always finish first and want something more to do. Let these children each day play a puzzle game, as No. 1 (*walk, run, hop*). Matching and building according to teacher's model on the board.

Incidental reading: Dismissal. Say you have a message for each row, and if they can do it, the children may be excused. Then write:

Good-by, 1. Can you run? [*Children do and leave.*]
Good-by, 2. Can you hop? [*Children do and leave.*]
Good-by, 3. Can you walk? [*Children do and leave.*]

3d DAY (Color words *red, yellow, blue*)

Incidental reading: Opening. *Objective:* to introduce *to you.*

Write "Good morning to you" on the board, and frame the new element ("to you") silently with the lips.

Project. Optional. See page 26.

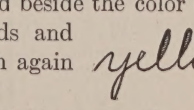
Word study. See page 20.

New reading. *Objective:* to teach the words *red, yellow,* and *blue.*

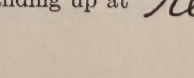
Put out objects that are red, yellow, and blue. Have the chart of colors out, and review them. Then ask, "What games have we played?" (Number, Find). Say, "I will write on the board the game we will play." Then write on the board the word *Find.* Lay the color cards on the blackboard ledge, then pick one up and hold it beside *Find,* saying, "Look what I want. Can you do what it says?" Then write:

1. Find blue.	3. Find red.	1. Find yellow.
2. Find red.	2. Find yellow.	2. Find red.
3. Find yellow.	1. Find blue.	3. Find blue.

At the same time turn the color chart so that the words show beside the colors. The children find by pointing to the word beside the color on the chart. Erase the numbers and the color words and put them in a new order. The children match again with the chart.



Clues. Yellow is long with two rabbit ears sticking up in the middle. *Red* is short like *run,* and begins the same way, but it is a red squirrel or chipmunk with its tail standing up at the end.



Group work. Optional. See page 23.

Review. *Objective:* to build three-line paragraphs with the "three-decker" flexible chart No. 2. (See page 7.) Oral reading.

Note the variety in the arrangement of lines possible by changing the cards about. All of this can be done in a few seconds on the blackboard ledge by the teacher with great economy of time and labor.

(*1*) You can run.
You can walk.
You can (hop).

(*3*) You can walk.
You can run.
You can (hop.)

(*5*) You can run.
You can walk.
Can you (hop)?

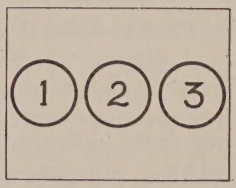
(*2*) You can walk.
You can run.
Can you (hop)?

(*4*) You can run.
You can walk.
You can.

(*6*) Find (*fill in*).

Seat work. *Objective:* to read color words accurately. Silent reading.

Distribute paper and patterns of balls. The child draws three balls carefully, in a row, on his paper. You number his balls. Do the same on the blackboard and write *1*, *2*, *3*, beside each. Then write on the board:



1. red (SR)
2. yellow
3. blue

The children color their balls according to directions, using a rotary motion in making the ball grow larger.

Incidental reading: Dismissal. Write on the board and have children whisper it to you and go. Frame it with your lips.

Good-by to you

4th DAY (girls, boys)

Incidental reading: Opening. *Objective:* to introduce *boys* and *girls*. Write on the board and frame with the lips:

Good morning.
Good morning to you.
Good morning, girls.
Good morning, boys.

Project. Optional. See page 26.

Word study. See page 21.

New reading. *Objectives:* to learn *girls, boys;* to review "three-decker" flexible chart Nos. 1–3.

Play the Find Game with "three-decker" flexible chart Nos. 1–3. Write sentences in threes; the children do (SR); then match the card to the writing on the board; and read it aloud (OR). Teacher calls numbers; children find card.

The superior numbers below indicate the set in which the card is found.

1. Find	Good morning.[3]		1. Find	Can you run?[2]	
2. Find	Good morning to you.[3]		2. Find	Can you hop?[2]	
3. Find	Good-by.[3]		3. Find	Can you walk?[2]	
1. Find	You can run.[2]		1. Find	boys.[4]	
2. Find	You can walk.[2]		2. Find	girls.[4]	
3. Find	You can hop.[2]		3. Find	to you.[4]	
1. Find	red.[1]	3. Find yellow.[1]	1. Find	Good morning.[3]	
2. Find	yellow.[1]	2. Find blue.[1]	2. Find	Good-by.[3]	
3. Find	blue.[1]	1. Find red.[1]	3. Find	Can you.[3]	

Group work. Optional. See page 23.

Review. With "three-decker" flexible chart Nos. 1–3. See p. 7.

1. Matching sentences.
2. Building three-decker paragraphs for oral reading.
3. Flashing words for drill.

Build on the blackboard ledge simple paragraphs like the following:

(*1*) Good morning.[3]
Good morning.[3]
Good morning to you.[3]

(*2*) Good morning.[3]
You can run.[2]
Can you walk?[2]

(*3*) Good-by.[3]
Good-by.[3]
Good-by to you.[3]

(*4*) Good morning.[3]
Good morning.[3]
Find[2] (*fill in*).

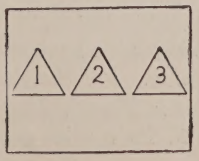
(*5*) Good morning.[3]
You can walk.[2]
Can you hop?[2]

(*6*) Good-by.[3]
You can hop.[2]
You can run.[2]

Seat work. *Objective:* to test numbers and colors. Silent reading.

The children draw three tents from the pattern. You number them. They decide which colors they want them to be, the Chalk writing their decision on the board:

(SR)
1. yellow
2. red
3. blue



Incidental reading: Dismissal. *Objective:* to review elements they had before.

Say that all who can whisper what the Chalk Fairy writes on the board may tiptoe out of the room and run home ahead of the others.

Good-by.
Good-by to you.
Good-by, boys.
Good-by, girls.

5th DAY (Good morning Song)

Incidental reading: Opening. *Objective:* to review.

Good morning, boys.
Good morning, girls.

Enunciate "Good morning" very emphatically. Exaggerate both vowel and consonant sounds in these phrases selected for practice.

Project. Optional. See page 26.

Word study. See page 21.

New reading. *Objectives:* (*a*) to fix the salutations; (*b*) to review "The boys said" and "The girls said."

Draw from the class suggestions for phrases to use in a Good morning Song by such questions as "What do you say in the morning?" "Who said *Good morning* here?"

Suggest that it would be fun to write the lines of the song with different colors of chalk, using red, yellow, and blue.

1. Good morning. [*red chalk.*]
2. Good morning. [*yellow chalk.*]
3. Good morning to you. [*blue chalk.*]

1. The girls said Good morning. [*red.*]
2. The boys said Good morning. [*yellow.*]

1. Good morning. [*red.*]
2. Good morning. [*blue.*]
3. Good morning to you. [*yellow.*]

There are two ways to check up on this: (*a*) by a number game, and (*b*) by a color game. For the latter ask which lines are red? Which, blue? Which, yellow? The children read these lines aloud.

See page 27 for a color game.

Use "three-decker" cards Nos. 1–4, first to match the parts of the song, and then to build up three-line paragraphs on the blackboard ledge.

(*1*) The girls said [4]
Good morning.[3]
Good morning to you.[3]

(*2*) The boys said [4]
Good morning.[3]
Can you run?[2]

(*3*) The boys said [4]
Good-by.[3]
Good-by to you.[3]

(*4*) The girls said [4]
You can walk.[2]
Can you run?[2]

(*5*) The girls said [4]
You can run.[2]
Can you hop?[2]

(*6*) The boys said [4]
You can walk.[2]
Can you hop?[2]

Write on the board:

The boys said . . . . . .
The girls said . . . . . .

and hold beside each a card to complete the sentence.

Sing your Good morning Song again.

Group work. See page 24.

Review. *Objective:* to have a color party.

Another class, or group from a class, will visit you for a half-hour. Divide into committees: (*a*) Play your color games with the three different decks. (*b*) Show your guests how to play the puzzle games. (*c*) Show them how to make little "stories" with your "three-decker" cards. See pp. 27–28.

Let the children do this. It is their party.

Wear the color badges. Sing your Good morning Song to your guests.

Let them act out silently directions given to those wearing different colored badges. Write:

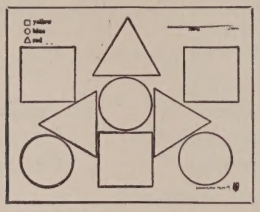
red, walk.	blue, hop.	yellow, run.
red, hop.	blue, run.	yellow, walk.
red, run.	blue, walk.	yellow, hop.

Seat work. *Objective:* to divide the class into two groups: those that recognize three geometric forms and three color words, and those that do not.

Distribute diagnostic test No. 1 on which are three circles, squares, and triangles (balls, blocks, and tents). On each paper you have written the child's name.

Distribute the red, yellow, and blue crayons and see that each child has his paper right side up.

This diagnostic test sheet can be hectographed, and the directions written on the board, as follows:



Test sheet

yellow

blue (SR)

red

Directions

Printed tests may be purchased in inexpensive form from the publishers.

Note. To be sure that the children read the directions, if using a printed test, it is well to go from child to child and point to the directions, saying, "Make it look like what it says here."

For this first test, it is well to take particular pains that the children know just what they are to do. Emphasize in giving your first directions that the paper will show whether they can read right.

For this diagnostic test, *do not correct the children if they color with wrong crayons,* for the finished paper is to show whether or not they know the three colors; it will be their record.

As the papers are handed in, the children go to a table or desks to play puzzle games Nos. 1, 2, and 3.

Note. Divide the diagnostic test papers into two groups, according to whether the children have the colors right or wrong. Make a record of the careless children. Put the papers of good readers and careful "crayoners" on the bulletin board. Show how poor papers could be improved.

Preserve each child's paper as a record.

Since coloring is the basis for seat work, the teacher's business is to get the failures to the point where they recognize and apply the color words right. Announce, therefore, that the children who had the test right will be the Gray Squirrels for the coming week, and the others will be the Bunny Rabbits. The Bunny Rabbits were slow at learning, Tell them that they will run another race the next week.

Incidental reading: Dismissal. *Objective:* to test reading through action.

Good-by, girls, run. [*Girls do.*]
Good-by, boys, hop. [*Boys do.*]

WORD STUDY

Note. Read Introduction, pages xxvi to xxix for suggestions. This work is intended primarily to broaden the child's vocabulary.

1st day. *Objective:* to learn *1*, *2*, *3*, and to review red, yellow, and blue colors (not words), presented in project p. 25.

Make small cards (4″ × 6″) with *1*, *2*, and *3* on each respectively in large black numbers. Teach 1, 2, and 3 from three objects.

Make cards (4″ × 7½″) for the three colors, pasting a different colored paper on each. ("Three-decker" flexible chart No. 1.)

Stand the three number cards on the blackboard ledge in a mixed order. Then play a Find Game, as follows, *T.* standing for teacher and *Ch.* for child:

T. [Places number cards for *1*, *2*, *3* on blackboard ledge.] Find 3.
CH. [Finds card with *3*.]
T. Find 1.
CH. [Finds card with *1*.]
T. [Repeats these numbers in different order.]
CH. [Finds.]
T. [Places colored cards on blackboard ledge.] Find red.
CH. [Points to chart or object on desk.]
T. Find yellow.
CH. [Finds.]
T. Find blue.
CH. [Finds.]

Divide your group into sides and give the directions alternately. If a child fails, he should come to the front where he can watch better. The side with the greater number standing at the end of the game wins.

All exercises in this book should be regarded as diagnostic. Definite steps should be taken to "follow up" the diagnosis with the drill needed by the weaker children. That is the only way by which poor pupils can quickly be brought up to the others.

2d day. *Objective:* to review number cards, *1*, *2*, and *3* and colors.

(*a*) Ask the children to find a number card, — as, "Find *3*."

(*b*) Review color ideas with the Find Game, standing the three color cards on the blackboard ledge.

(*c*) Play the matching game. Lay the color chart on the ledge lengthwise with the colors at the top. Have the children place the color cards below the colors that they match, thus covering the names of the colors.

3d day. *Objective:* to introduce rhyming games through jingles.

Tell the children that you have a little rhyme for them, and whenever you have a real good time this week you are going to say it. You can sing it, too. Then say in chanting fashion, like "Fe, fi, fo, fum, I smell the blood of an Englishman":

An, en, in, on, un,
My, but we have fun!

Make a joke of the jingle and say it often during the day. Call it the "Fun Jingle." Encourage the children to say it every time they see something funny.

Then play the rhyming game with the "Fun Jingle." Say, "I am thinking of a word that sounds like *an*. Can you guess it?" Put the "Three-decker" cards No. 2 on the blackboard ledge, and the children ask, "Is it —," etc., until they say *can*. "Yes, it is *can*. *Can* sounds like *an*." Then think of another word, and they guess. Repeat each child's word, as follows. Keep this work entirely oral.

"No, it is not *man*,. . . not *ran*,. . . not *fan*,. . . Yes, it is *pan*."

To help the children, describe the word; as, "It is something you use when you are hot" (fan).

The idea is gradually to get into the children's minds the fact that

an man fan pan
Dan ran can tan

all sound alike at the end. This accumulation of rhyming words will not come all at once to the child. It is a growth, acquired through practice. Therefore continue with the next short vowel combination, repeating the jingle each time before you go to another sound.

T. I am thinking of a word that sounds like *en*.
CH. [Guess.] Is it. . .
T. It is not *Ben* (hen, pen, ten). . . Yes, it is men.

The following list gives available words:

an		*en*	*in*		*on*[1]	*un*
an	tan	Ben	bin	chin	con	bun
can	van	den	fin	grin	Don	fun
Dan	bran	hen	pin	shin		gun
fan	clan	men	sin	skin		run
man	plan	pen	tin	spin		sun
pan	span	ten	win	thin		shun
ran		wren		twin		spun

[1] Omit the *on* sound, as there are few examples.

4th day. *Objectives:* (*a*) to review the "Fun Jingle," and (*b*) to play the vocabulary game with the sound of *f*.

(*a*) Call for individual repetition of the jingle to test the short vowel sounds in right order.

Drill on *an, en, in, on, un* with exaggerated lip movements.

(*b*) Review the words that ended like *an* until you get *fan*. Then chant:

fan, fen, fin, fon, fun

Prolong the *f* sound in saying this. Ask the child which game begins the same way. [*Find.*] This is entirely oral (ear training).

Clinch the *f* initial sound by some little jingle; as,

Fan, fen, fin, fon, fun,
Look, how the children run!

(*c*) Play the vocabulary guessing game with the initial *f* sound.

T. I am thinking of a word that begins with — [Form the lips to give the sound *f* only]. Begin saying the word, but do not finish it.

The children guess, as you describe:

T. It begins with *f*, — and lives in a pond (*frog*).
T. It begins with *f*, — and waves over the school (*flag*).
T. It begins with *f*, — and swims in the river (*fish*).
T. It begins with *f*, — and you have four on your hand (*fingers*).

Other available words: face, fade, fair, farm, fat, feed, fern, fill, fine, fire, fist, Fred, frown, full, fur.

5th day. *Objective:* to have practice in short and snappy drills.

Several short drills are better than long ones. Try to confine these drills to five minutes each:

(*a*) Review the "Fun Jingle." Take a word that rhymes with *an, en, in, on, un,* respectively.

(*b*) Vocabulary guessing game with the initial *r*.

T. It begins with *r*, — you have it on your finger (*ring*).
T. It begins with *r*, — it is a flower (*rose*).

Other available words: railroad, rat, read, red, rich, rink, road, rob, rock, rooster, round, run.

GROUP WORK

Note. See Introduction, pages xxvi and xxix for suggestions.

1st day. *Objective:* to sort the good from the poor in recognition of colors, and furnish more drill for the poor group.

Whole class. A vocabulary game of colors. (Begin with the entire class whether large or small.)

T. I know something that is *red.* Guess what it is.
CH. [Guess, until they say the word]...

In this way review *red, yellow,* and *blue* colors by attaching them to objects.

Dismiss those that recognize these colors and allow each to draw and crayon cherries, grapes, or lemons according to which he chooses. Give to each child a red, yellow, or blue crayon and a sheet on which you have drawn circles.

Medium and poor. The children who have not been dismissed should move to the front of the room. Then give each child a red, a yellow, and a blue crayon and go through a drill in recognition of colors; as,

"Hold up the yellow crayon."

Then release a second group to draw and color balls red, yellow, or blue. Distribute paper and crayons to this group, who take seats in front of the good group, while you bring the left-over (poor) group to the front to play a different game with you.

Poor group. With this group who seem doubtful in recognition of colors, take the cards colored in the morning project and play a game like authors. The children hold the cards with the colors towards them (like holding a "hand of cards"). Then, going to the right, they ask each other for certain color cards. A pupil keeps asking until the one he asks does not have the card. Then the pupil on his left asks for cards.

FIRST PUPIL. John, please give me yellow.
[John gives.]
Mary, please give me red
[Mary says, "I do not have red."]
SECOND PUPIL. John, please give me yellow. [John gives.]
Tom, please give me blue.

There is good opportunity here to teach politeness and the use of "*Please.*"

These color cards should be used repeatedly.

Note. For the first games the cards may be laid face up.

2d day. *Objective:* to review *walk, run, hop,* in such a way that those who need the drill get it, and those who do not may play color games.

Whole class. Vocabulary game with *walk, run, hop* cards; as,

T. I am thinking of something that can [Hold up card, *run.*] What is it?
CH. [Children guess *horse, dog, boy,* etc.]...
T. Yes, it is a mouse. A mouse can *run.*

T. I am thinking of something that can *hop.* What is it?
CH. [Children guess *grasshopper, bird, rabbits,* etc.]...
T. Yes, it is a hop-toad.

Good group released to play the game with color cards; or Puzzle Game No. 2; or build *1, 2, 3,* with peas.

Medium and poor. Flash drill of large, medium, and small flexible chart cards No. 2. After a few minutes release the better group. Let them play the color game around a table. Appoint a leader who is to act as teacher and tell them what to do. From the start throw responsibility for coöperation on the children. This will be practicing the game for your color party with another class.

Poor group. Puzzle Game No. 1. (*Walk, run, hop.*) Children individually match words on their desk or gather in a group around the table and draw words that match.

3d day. *Objective:* to sift the class so that drill is given where most needed.

Whole class. Review the rhyming game with the "Fun Jingle." Good group go to puzzle games Nos. 1 and 2.

Medium and poor. Matching game with large and medium cards. Medium group go to project.

Poor group. Paragraph-building game with "three-decker" cards No. 2. Play "I am thinking about" game with the background sheets to secure the first sentence. Stand all the medium cards in a row and play the game to get a second line, the card of which will be placed against the first. Play the game again to get the third line. (See page xxxix.)

Another way to do is simply to build these paragraphs yourself, quickly, and call on the children to read.

4th day. *Objective:* to take account of individual needs in drill.

Whole class. A match in reading "three-decker" flexible chart cards, all sizes. Good group go to project.

Medium and poor. A vocabulary guessing game with initial sound of *f*. Medium group go to Puzzle Games Nos. 1 and 2.

Poor group. Postal game with cards, large ones to be parcels, and small ones, letters. The teacher pretends that her desk is the General Delivery Window, and delivers these in order to the children who can read them. The children who have the most cards at the end of ten minutes win.

5th day. *Objective:* to review for diagnostic test, given in seat work.

Whole class. Vocabulary guessing game with initial sounds of *f* and *r*. Good group released for Puzzle Games Nos. 1 and 2.

Medium and poor. Postal game with cards. Medium group go to color card games.

Poor group. Individual drill in recognizing patterns as ball (circle), block or box (square), and tent (triangle); the three color words, *red, yellow,* and *blue;* the four action words, *walk, run, hop,* and *find;* and the three numbers, *1*, *2*, and *3*.

A SURVEY OF THE FIRST WEEK

For the first week the following elements have been used:

*1	run	You can	*red	Good morning	The girls said
*2	walk	Can you	*yellow	Good-by	The boys said
*3	hop	Find	*blue	to you	girls
					boys

The asterisk marks the symbols that the average child should know to proceed. Many of the children will be able to read all of these phrases and words. Do not be worried if the class has not mastered this complete list. That is not expected. These other words come gradually through the repeated use in the different reading activities. For this reason these lessons should be followed in detail as given.

This is what you have accomplished in your first week:

1. From the first day reading has loomed up as "saying something" to the children. (The "Good morning" does that.)
2. The games have made drill work fascinating.
3. The "three-decker" paragraph-building cards have broken up any tendency to memorize.
4. The coloring in seat work has made the children eager to learn more reading in order to *do* something with it, and the coördination of the project activities, other work, song games, stories, etc., with the reading has made it seem more vital.

5. The ear training work in the Word Study period has begun at once to sensitize the children's ears and to make them think of words as good things to get in order to play their word games.

6. Already the children are subjected to a sifting process in the Group Work that saves them from drills that they do not need or gives them the attention they do need. You have begun to find out things about each child's various strengths and weaknesses that it would take you a month to learn under the old way. Hence, a time and energy saver for you! Diagnostic test sheet No. 1 shows you at once who have mastered the three colors, which are basal in proceeding with the next week's work.

OPTIONAL AND SUPPLEMENTARY PROJECTS, ACTIVITIES, Etc.

Note. Read Introduction, pages xxxii to xxxvii for suggestions.

1st day. *Objective:* to make a Color Card Game, in so doing learning to recognize the colors red, yellow, and blue (not the words).

Begin planning for a color party. (5th day.)

Put up on the wall the chart with the colors red, yellow, and blue. Have red, yellow, and blue objects on the desk.

Have a piece of cardboard or oak tag the size of playing cards for each child. Divide the children into three groups, by aisles, each to color his cardboard red, yellow, or blue. Plan to have an equal number of each. The back of a card should be kept absolutely blank, so that in playing the game the children cannot tell what color the card is on the other side. The number of cards in this Color Card Game will equal the number of pupils.

Show the children how to hold the crayon and how to apply it so that the surface is fully and evenly colored.

Note. Give each child an envelope with his name on it to hold his patterns, so that there is no passing of patterns day by day. Give him three crayons in a box, and add the other crayons as introduced. Or keep patterns and crayons yourself and distribute daily. Each teacher should work out her own system.

2d day. *Objective:* to make a second Color Card Game, better than the first, for a color party.

Each child has cardboard or oak tag ($3\frac{1}{2}'' \times 2\frac{1}{2}''$) and colors it a different

color from that he used the day before. Cards are colored by aisles or groups. Have each group hold up its new crayon and tell you what it is.

Urge the children to crayon more evenly than in their first attempt.

3d day. *Objective:* to make a third, more complicated color game.

Have the children talk about what they did the preceding day — finding good and bad things. Talk about the color party you are going to have in several days. Lead the children to suggest that they need another color game so that all can play. Talk about how it might be made different. Try to get them to suggest two colors on a card, with an equal number of each combination; as,

red and blue
red and yellow
blue and yellow

Distribute oak tag cards. Either draw yourself or (better!) have the children draw a line across the card dividing it into two parts.

Again, as before, have the children break up into three groups to do this coloring with two colors.

You will always find some children who will violate directions by coloring on the back. From the start make the children hold themselves and one another rigorously up to directions. Always contrast a card well done with a poorly done card.

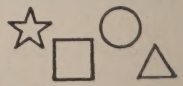
"That card is all spoilt!" said a young censor of six, when he was gathering the cards together to put them away with an elastic band. "Henry crayoned the back!"

Thus Henry is held up before a jury of his peers.

Always begin your project activities, therefore, by letting the children criticize what they have already done and make plans furthering the work. Emphasize now that this third game is to be the best.

4th day. *Objective:* to make color badges. (See page 27.)

Talk about the Two-color Card Game and notice which cards are done the best. How could the children pretend to be colors? They could pin paper on themselves, make paper badges — stars, balls, blocks, triangles, etc. — color them, and pin them on themselves.



Let each child plan, draw, and color such a paper badge.

5th day. *Objectives:* (*a*) to compose a song as a project; (*b*) to sing it to the principal or to another class. See New Reading, page 16.

CORRELATION WITH OTHER SUBJECTS

Picture study. Colored pictures of red bird, blue bird, and canary. *Perry Pictures*, numbers 9020, 9021, and 9284 respectively.

Conversation. An adventure of a jointed doll; red, yellow, and blue colors outdoors.

Story-telling. What the jointed doll did; story, p. 444, told back to teacher.

Dramatization and pantomime. Imitating jointed dolls.

Language. What boys and girls can do that the dolls can do: simple action sentences with *walk*, *run*, and *hop*.

Nature study. Red, yellow, and blue in flowers, sky, sand, rocks, stones, jewels, etc. Color in nature.

Incidental numbers. Recognition of numbers *1*, *2*, *3*, applied in games. Progression from *1* to *5* learned orally from "Here is the beehive," given below.

Collections. Get several soap boxes from the grocer and stand them one above the other to make cases. Call this the Class Museum. Emphasize red, yellow, blue in colored paper, ribbon, flowers, etc.

Games. (*a*) *Beehive game.* Finger play, given below.

Children form circle as hive with five children in center, numbered 1–5, with number cards. Circle, making up tune. Five children as bees stand in circle with faces towards center of hive. As the numbers are called, they "fly" out according to each number and take their places in the circle. Use *flying* in the song game, for creeping is not always practical to act out.

(*b*) *Vocabulary Guessing Game.* See p. 21.

(*c*) *Rhyming Game.* See p. 20.

(*d*) *Number Games.* See p. 11.

(*e*) *Find Games.* See p. 19.

SONG GAMES, RHYMES, AND STORIES

Finger play: to count to 5. Make fist of hand and release thumb and fingers ("bees"), one by one. Children learn rhyme through playing and counting.

Here is the beehive.
Where are the bees?
Hidden away
where nobody sees.
Soon they come creeping
out of the hive.
1, 2, 3, 4, 5.

— Emilie Poulsson [1]

Counting rhyme. "1, 2, 3, 4, 5." *Mother Goose.* See p. 429, for text.

Poem to read to children. "Red, Blue, and Gold." *Riverside First Reader*, p. 119.

Story-telling. Read or tell story to children and have them tell it back.

(*a*) How Robin's Breast Became Red. Cooke's *Nature Myths.* See p. 444 for text.

(*b*) Billy Bobtail. Hoxie's *Kindergarten Story Book*, p. 31.

[1] Used by permission of Lothrop, Lee and Shepard Co., publishers of Poulsson's *Finger Plays.*

Song games and music. (*a*) *Color Game.* Eleanor Smith's *Songs for Little Children*, Part 2, p. 54.

WE ARE RED BIRDS [1]

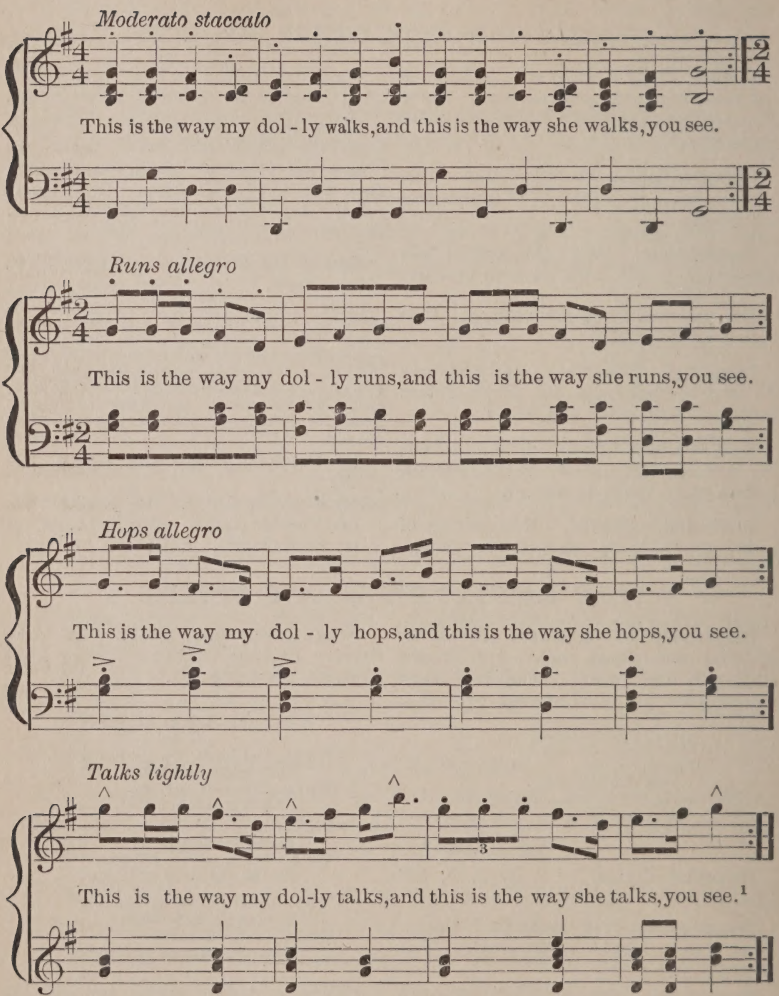
[1] We are red birds, we are red birds,
So fearless and bold!
We are out in all weather,
And fear not the cold.

[2] We are blue birds, we are blue birds.
So pretty and light:
We are busy, we are happy,
Be the sky dark or bright.

[3] We're canaries, we're canaries,
We care not to roam;
We love our kind friends,
And stay always at home.

Children learn song, impersonate birds, flapping arms and wings, etc., and flying around the room after a leader-bird. Children should make and wear colored insignia to show which are red birds, blue birds, and canaries. If you do not have the music, you can easily make up a tune.

[1] From Smith's *Songs for Little Children;* permission of Milton Bradley Company.


Moderato staccato
This is the way my dol - ly walks, and this is the way she walks, you see.
Runs allegro
This is the way my dol - ly runs, and this is the way she runs, you see.
Hops allegro
This is the way my dol - ly hops, and this is the way she hops, you see.
Talks lightly
This is the way my dol-ly talks, and this is the way she talks, you see.

(*b*) *Game of Jointed Dolls.* Crawford's *Dramatic Games and Dances for Little Children*, p. 24:

MY DOLLY [1]

[1] This is the way my dolly walks,
This is the way she walks, you see.

[2] This is the way my dolly runs,
This is the way she runs, you see.

[3] This is the way my dolly hops,
This is the way she hops, you see.

[4] This is the way my dolly talks,
This is the way she talks, you see.

[1] From Crawford's "Dramatic Games and Dances for Little Children." Copyright, 1914, by A. S. Barnes and Company.

Children stand in circle. For first stanza they make themselves very stiff, imitating walk of jointed doll. Same for second and third stanzas. For fourth stanza they push a spring in their chests and pretend to talk as dolls would talk.

NOTES

SECOND WEEK

Specific objectives. To teach:

1. Numbers: *4, 5, 6, 7.*
2. Color words: *orange, brown, green, black.*
3. Children's names. (Each child his own.)
4. Three songs and a riddle.
5. Ear training: (*a*) rhyming games with "Nut" and "Mud" jingles (*b*) vocabulary guessing games with sounds of *n, t,* and *m.*

Materials.

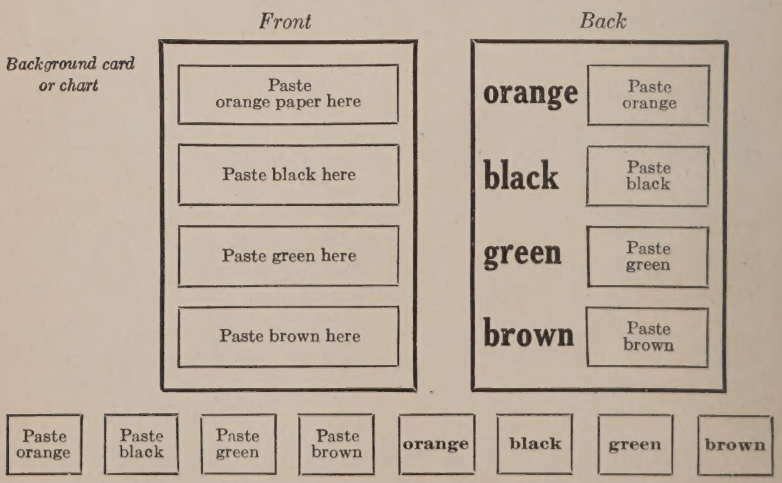
1. Number cards: *4, 5, 6, 7.*
2. Puzzle games. Nos. 4, 5, 6, 7. (See page xlvii.)

   No. 4. Good morning Song, cut up.
   No. 5. Greetings Song, in strips.
   No. 6. Greetings Song, cut up.
   No. 7. *orange, black, brown, green, very, round.*

3. Pattern: rhombus, called "kite."
4. Diagnostic test No. 2: 7 colors and 7 numbers. (See page xliv.)
5. "Three-decker" flexible chart: Nos. 5, 6, 7. (See page xxxviii.)

No. 5 (*orange, black, green,* and *brown*)

Colored paper pasted on as indicated



No. 6 (Greetings)

	Front	*Back*
Background card	(*a*) How do you do? (picture)	(*a*) I am very well.
Matching card	(*b*) How do you do?	(*b*) I am very well.
Building card	(*c*) How do you ( ).	(*c*) I am very ( ).
Word cards	(*d*) [do] [How] [am]	(*d*) [well] [I] [very]

No. 7 (Riddle)

Background card	(*a*) I am round. (picture)	(*a*) What am I?
Matching card	(*b*) I am round.	(*b*) What am I?
Building card	(*c*) I am ( ).	(*c*) What am I?
Word cards	(*d*) [round] [and] [A]	(*d*) [what] [little] [a]

New words. Basal words with the asterisk.

6th day	*7th day*	*8th day*	*9th day*	*10th day*
*4	How	I	round	(*Review*)
*5	do	am	*brown	
*orange	*black	very	and	
		well	What	
		*green	*7	
		*6		

OPTIONAL AND SUPPLEMENTARY

I. Projects. See page 45.

II. Correlation with other subjects. See page 46.

III. Supplementary song games, poems, and stories. See page 47.

READING PERIODS

6th DAY (Good-by Song)

Incidental reading: Opening. *Objective:* to review the *Good morning Song.* Write it on the board as the children tell the lines.

Project and **Word Study.** See pages 45 and 40. Project, optional.

New reading. *Objective:* to learn a Good-by Song.

Suggest that the children themselves compose a Good-by Song by taking their Good morning Song and changing it into a Good-by Song. Your questions will bring out the changes; as, "Good-by" instead of "Good morning." As they make suggestions, write the changes on the song.

The following variations can easily be worked out:

(*a*) Good-by.
Good-by.
Good-by to you.

The girls said Good-by.
The boys said Good-by.

Good-by.
Good-by.
Good-by to you.

(*b*) Good-by to you.
Good-by to you.
Good-by.
Good-by.
Good-by to you.

The boys said Good-by.
The girls said Good-by.

Good-by.
Good-by to you.
Good-by.

Number these sentences in groups and test oral reading by playing number games. Teach *4* and *5* for playing (*b*). Make number cards. Use the "three-decker" cards Nos. 3–4.

Group work. See page 43.

Review. *Objective:* to practice reading directions on the board.

The following should be written without the names. Later with each direction the teacher says a child's name. Jointed Dolls Song. (P. 28.)

You can hop, (Mary.)
You can run, (Alice.)
You can walk, (Peter.)
Find blue, (Sam.)
Find yellow, (Margaret.)
Find red, (Esther.)
Can you run? (Tom.)
Can you hop? (John.)
Can you walk? (Edward.)
The girls can hop.
The boys can walk.
The girls can walk.
The boys can hop.
The boys can walk.

Drill on these sentences, first in a number game. The children watch eagerly to act the direction as soon as the teacher attaches a child's name.

Seat work. *Objectives:* (*a*) to learn *orange;* (*b*) to apply color words.

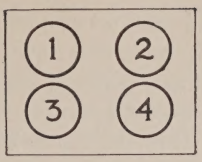
This week a new color is presented and applied each day, therefore you should prepare color cards for orange, black, brown, and green, having the name on one side and colored paper pasted on the other. These color cards should be kept in a pack with an elastic band.

Call the patterns of circles fruit. On the board draw a circle and color it orange. Ask what it looks like. Write the word *orange* beside it, suggesting that the word begins with something that "looks like a squeezed orange." Show the color orange and the word *orange* on the color chart. See that each child has an orange crayon with his colors.

Prepare for each child a sheet with four circles and put a number in each — 1, 2, 3, and 4. Then ask what round fruit is red, they may decide on the cherry; what is yellow, they may decide on the lemon; what is blue (grape or plum); what is orange (orange). Write directions for coloring:

(SR)

1. red
2. blue
3. yellow
4. orange



Those who make the best fruit may take it home to their mothers.

The children who finish first should take puzzle games Nos. 1–4 and play individually, or in pairs, threes, or fours. If more than one plays, a Gray Squirrel can act as leader.

Incidental reading: Dismissal. *Objective:* To review the Good-by Song.

Sing the Good-by Song again, then have them read this final message and come and whisper it to you as you point to one or the other:

(OR) Girls, Good-by.
Boys, Good-by.

7th DAY (How do you do Song)

Incidental reading: Opening. *Objective:* to stimulate by questions which the children answer in pantomime (by doing) as you point.

Good morning. (SR)
Can you hop?
Can you run?
Can you walk?

Project and **Word Study.** See pages 46 and 40. Project, optional.

New reading. *Objective:* to compose a How do you do Song to sing to the principal.

Draw out the various kinds of greetings, by questions: What do you say in the morning, to people on the street, etc.?

Build on the board two stanzas of greetings:

(*a*)
1. Good morning to you.
2. Good morning to you.
3. Good morning.
4. Good morning.
5. Good morning to you.

(*b*)
1. How do you do?
2. How do you do?
3. How do you
4. How do you
5. How do you do?

Lines 3, 4, and 5 "wind up" the song with a little spiral of rhythm. Children delight in doing those "wind up" songs. Compose a tune.

Use "three-decker" cards Nos. 3, 4, and 6 for drill; as well as number and find games.

Let one child read (*a*) and another (*b*). Then line the children up on both sides of the room and have them read to each other, making bows or curtsies. Alternate pairs of children may take part. This song yields itself well to dramatization.

Enunciate "How do you do?" very distinctly.

Group work. See page 43.

Review. *Objective:* to make children quicker in associating thought with symbols.

All of the "three-decker" cards (Nos. 1–6) are placed along the blackboard ledge, and matching and paragraph-building exercises are played with them.

(*1*) The girls said [4]
How do you do? [6]
Good morning.[3]

(*3*) The girls said [4]
How do you do? [6]
Can you [2] (run? [2])

(*5*) The girls said [4]
How do you do? [6]
Good-by.[3]

(*2*) The boys said [4]
Good morning.[3]
How do you [6] (do? [6])

(*4*) The boys said [4]
How do you do? [6]
Can you [2] (hop? [2])

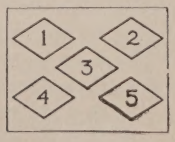
(*6*) The boys said [4]
You can run.[2]
How do you [6] (hop? [2])

The children should be encouraged to build their own different stories with these "three-decker" cards.

Seat work. *Objectives:* (*a*) to teach *black;* (*b*) to apply four colors.

The children draw five kites on their paper. Let those who can, draw lines across each, connecting the corners.

Then ask what color the blackboard is. Write *black* on the board and point to the color and the word on the chart. Give each child an extra crayon — black. While the children are drawing their kites, you number their kites, 1–5. Then they color according to the following directions, which you write on the board



1. orange (SR)
2. blue
3. red
4. yellow
5. black

Those who finish first may go to puzzle games Nos. 1–6. These songs are presented in several varied forms, and the child should build these forms in order. The best children may be appointed "teachers" to see that the matching and building games are played fairly and thoroughly, and to verify the laid-out slips when a child has finished. This "teacher" — often a "left over" — should report at the end of the period to the real teacher.

Incidental reading: Dismissal. *Objective:* to see whether girls or boys are quicker at following directions.

Can you find black? (SR)
Good-by, girls, run.
Good-by, boys, hop.

8th DAY (Greetings Song)

Incidental reading: Opening. *Objective:* to have children read through to the questions and answer through doing. Write in succession:

Good morning. (SR)
How do you do?
Can you find black?
Can you find orange?

Project and **Word Study.** See pages 46 and 41. Project, optional.

New reading. *Objective:* to compose a Greetings Song, to be sung to another class or acted by two children.

Conversation about greetings and their answers will bring out the expression, "I am very well." The children themselves can be led to make up songs like the following: (OR and SR)

(*a*) 1. How do you do?
2. How do you do?
3. How do you
4. How do you
5. How do you do?

(*b*) 1. I am very well.
2. I am very well.
3. I am very
4. am very
5. am very well.

Use "three-decker" cards No. 6.

Let two children, in pairs, act the song, reading it from the board.

Play a number game, giving numbers to the children arranged in sides, alternately; as, "Read 2 in both stanzas." "Read 4 and 5 in both stanzas," etc.

Play the Go-into-the-Corridor-and-Guess Game. A child goes out, and the class choose a line. The child returns and reads a number and line, asking, "Is it that?" Each time she asks a different child whether she is right. When she guesses right, that child goes out. In this song a number of lines are the same, but as the numbers are different, there is still considerable exercise.

Insist upon a complete sentence as a reply from the child who is "playing" teacher. It aids in the language work, and also helps to impress the line on the child's mind.

Group work. See page 43.

Review. *Objective:* to induce the children to compose review units as the following: (OR and SR)

(*a*) 1. How do you do?
2. I am very well.
3. I can run.
4. I can walk.
5. I can hop.

(*b*) 1. How do you do?
2. Can you run well?
3. Can you walk well?
4. Can you hop well?
5. I can.

(*c*) 1. I am well.
2. I can walk well.
3. I can run well.
4. I can hop well.
5. How do you do?

(*d*) 1. I am very well.
2. I can run very well.
3. I can walk very well.
4. Can you?
5. How do you walk?

Play Number Games with these units. Erase the numbers and have different pupils read the whole unit through from beginning to end.

Seat work. *Objectives:* (*a*) to teach *green;* (*b*) to count to *6*.

Call for suggestions about things that are round. When marble is suggested, tell them to color six marbles — the sixth marble to be a new color, the color of grass. What is that? (green.) Write *green* on board and point to it on chart.

The children draw six circles, or marbles. They decide how they will number them, and they (or you) put these numbers right on the marbles. They decide what color each number will be. The extra crayon (green) is added to what they have, and they color according to their own directions:

1. black (SR)
2. yellow
3. blue
4. red
5. orange
6. green

Children who finish first, go to Puzzle Games Nos. 1–6.

Incidental reading: Dismissal. *Objective:* to review reading that leads to action by groups.

Can you find green? (SR)
Good-by to you.
Girls, run.
Boys, hop.

9th DAY (Riddle)

Incidental reading: Opening. *Objective:* to present *said.*

Say "Good morning" and then tell the class that the Chalk will say what you did. Write on the board, "I said Good morning," etc.

(OR)
I said, Good morning.
I said, How do you do?
You said, I am very well.

Project and **Word Study.** See pages 46 and 41. Project, optional.

New reading. *Objective:* to guess a riddle (marbles).

1. What am I?	1. What am I?
2. I am red and round.	2. I am round and black.
3. I am yellow and round.	3. I am round and brown.
4. I am blue and round.	4. I am round and orange.
5. I am brown and round.	5. I am round and green.

Say that one of their patterns is shaped like the riddle. The children get out patterns and ask "Is this it?" etc. (naming the pattern when guessing) until some child holds up the circle. Then talk about what word would describe the circle (*round*). Write it on the board, and locate in unit.

Children can be led to find *brown* by your showing something brown.

Call for each child in Number Games. The child reads the line aloud. Then erase, renumber, and play again.

Play the Find Game. The child finds and frames the line with his hands. This method is probably better than using a pointer, because the child is tempted to point to individual words with the latter.

Note. The child is absolutely prevented from memorizing words as they come in the "three-decker" cards, yet he has a certain advantage that the formal bound chart furnished. Some children were greatly helped by being able to go by themselves to a page of the chart and find a word they did not know. These flexible cards give the same opportunity. The children become familiar with the new words on the Picture Background Cards and turn to them when they are in doubt about a word. (Nos. 4–7.)

(*1*) What am I?[7] I am round.[7] I am [6] *black.*[5] [colors]	(*3*) I am round.[7] What am I?[7] I am [6] *green.*[5] [colors]	(*5*) What am I?[7] I am round.[7] I am [6] orange.[5] [colors]
(*2*) What am I?[7] The girls said [4] I am [6] *brown,*[5] (*round*[7]).	(*4*) I am round.[7] The boys said [4] I am [6] *green* [5] (etc.)	(*6*) What am I?[7] I am round.[7] I am very [6] (*green*).[5]

Group work. See page 43.

Review. *Objective:* to teach *and* in combinations; to teach *7*.

Go back to teaching of one action word (page 11) and use the same procedure to teach two action words combined with *and*. You whisper, "Find *1* and *3*" (Child does). As the child does, you write on the board. Have the children tell you which is the "rope word," that ties two words together. Then write:

(*a*) "Find 1 and 6," through number combinations, introducing *seven*.

(*b*) Next write: "Can you hop and run?" using action words.

(*c*) Last use combinations of colors; as, "Find red and orange," "blue and yellow," "green and blue," "brown and black," etc. These are all written on the board and done silently.

Seat work. *Objective:* to interpret lines of reading matter.

The children have made many guesses about the riddle (ball, marble, fruit, etc.). Encourage each child to champion a guess.

They select a pattern to illustrate the riddle (circle) and draw as many as are needed. You number their circles. Looking at the riddle on the board (page 37), each child now colors his circles to suit the different lines.

Children who finish first go to puzzle games.

Incidental reading: Dismissal. *Objective:* to review *said*.

I said, Good-by. (OR)
You said, Good-by, Miss Jones. (Teacher's name.)

10th DAY (Riddle)

Incidental reading: Opening. *Objective:* Same procedure: Chalk's telling what you said.

I said, Good morning. (OR)
boys and girls
Can you find brown? . . . [*children find.*]
What can you find, Mary? . . .

Project and **Word Study.** See pages 46 and 42. Project, optional.

New reading. *Objective:* to finish the riddle and guess it.

What am I? (OR and SR)

1. I am round and blue.
2. I am round and red.
3. I am round and yellow.
4. I am round and green.
5. I am round and brown.
6. I am round and orange.
7. I am round and black.

What are the new things said in the riddle? Play the number games.

Play the Find-the-Line Game. The class read the unit through. Seven children go to the back of the room and face the wall, while the class chooses a certain line. They then come to the side aisles and take turns in reading the different lines and asking whether each is it. The child who reads the right line, selects six other children to be the "readers."

The children make final guesses (ball, marble, fruit, etc.).

Group work. See page 43.

Review. *Objective:* to make up a riddle about a boy or girl.

What am I?

1. I can run very well. (OR)
2. I can walk very well.
3. I can hop very well.
4. I can find red, orangé, and brown.
5. I can find brown, green, and black.
6. I can find yellow, orange, and brown.
7. I can find Good morning.

This could also describe a Gray Squirrel who knows how to read.

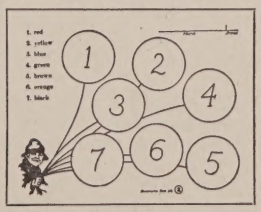
Seat work. *Objective:* to give diagnostic test to find out who have mastered the seven colors, and the seven numbers.

Distribute printed diagnostic test No. 2 (or a hectographed sheet with seven balls, or balloons). See that each child has seven crayons.

Put instructions as follows on the board:

(SR)

1. red
2. yellow
3. blue
4. green
5. brown
6. orange
7. black



Quick children may make, on another paper, 7 other balls or balloons of any color they like to take home to a little brother or sister. A balloon man may be cut from a magazine and pasted on this by the children.

Children who correctly colored the diagnostic test are the prospective Gray Squirrels of the coming week.

Incidental reading: Dismissal. *Objective:* to review directions.

Good-by. (OR and SR)
Girls and boys.
Girls, hop.
Boys, walk.

WORD STUDY

6th day. *Objective:* to teach the "Nut Jingle."

Ask the children to say the "Fun Jingle" for you. Then tell them that you have another jingle for them — a "Nut Jingle" — about a nut that a little animal is eating. Have them guess what little animal it might be.

At, et, it, ot, ut.
The squirrel is eating a nut.

Whisper this first as a secret, the children watching your lips. Go over it with them until they know it.

Play the Rhyming Game with one of the five combinations, giving definitions that describe the word.

(Repeat the jingle, emphasizing *at*.)

T. I am thinking about a word that sounds like *at*.
CH. Is it . . . [guess]
T. It is not *hat* (cat, fat, sat, pat) . . . Yes, it is *rat*.

(Repeat the jingle, emphasizing *et*.)

The following list gives the most common rhymes for these five syllables:

at		*et*		*it*		*ot*		*ut*
bat	pat	bet	net	bit	pit	cot	not	cut
cat	rat	get	pet	fit	sit	dot	pot	hut
fat	sat	let	set	hit	quit	got	rot	nut
hat	tat	met	wet	grit	slit	hot	shot	rut
mat	flat	fret	yet			lot	spot	
	scat					blot	trot	

These lists are furnished only for the teacher's convenience and are not intended to be drilled on in blackboard work at this early date.

7th day. *Objectives:* (*a*) to review "Fun Jingle"; (*b*) to play vocabulary game with sound of *n*.

(*a*) Emphasize the final *n* sound. See page 20 for jingle.

(*b*) Vocabulary Guessing Game, with words that begin with *n* sound.

Available words: nail, nap, near, neat, Ned, net, new, night, nine, nut.

Note. Phonetics will not be taught until the sixth week. These first weeks should develop in the children a discriminating hearing of words. Frequently they can be led to notice which words begin with similar sounds: as,

*r*ed	*b*lue	*y*ellow	*G*ood
*r*un	*b*lack	*y*ou	*g*irls

You should frequently frame words with your lips, and have the children tell what you say, when silently pronouncing the words in this way.

Lessons in original rhyming can supplement the lessons in ear training.

8th day. *Objectives:* (*a*) review of "Nut Jingle"; (*b*) Vocabulary Game with sound of *t*.

(*a*) Ask the class to give the sound at the end of *nut* — *t*. Pronounce *fun*, prolonging the *n* sound; pronounce *nut*, bringing out the *t* sound short and sharp, like the crack of a whip.

(*b*) Give definitions of words that begin with the *t* sound, and have the children guess the words.

T. It begins with *t* — it 's a game you play (tag).

Other available words: tack, tall, tam, ten, tent, tiger, tired, Tom, top, town, toy, trick, tub.

9th day. *Objectives:* (*a*) "Mud Jingle"; (*b*) Rhyming Game.

(*a*) By this time some of the children can glibly repeat for you:

The *Fun* Jingle
The *Nut* Jingle

Now tell them you have a "Mud Jingle" for them, — it is a joke on what you saw happen to a little boy:

Ad, ed, id, od, ud.
The boy fell into the mud!

Learn this quickly. Say it in concert and by individuals. Emphasize the final *d* sound, by exaggerating it.

(*b*) Play the Rhyming Game:

T. I am thinking about a word that sounds like *ad*, etc.

ad	*ed*		*id*	*od*	*ud*
bad	bed	Ned	bid	cod	bud
Dad	fed	red	did	hod	cud
had	led	Ted	hid	nod	mud
lad	bled	wed	kid	pod	spud
mad	fled	shed	lid	rod	
pad	Fred	sled	rid	sod	
sad			skid	plod	
glad					

10th day. *Objectives:* (*a*) to teach the initial sound of *m;* (*b*) to review jingles; (*c*) to improve enunciation.

(*a*) Ask the children to imitate the cow. Then prolong the *m* in *moo* as an initial sound.

Play the Vocabulary Guessing Game with words beginning with the "cow sound," or *m:*

T. It begins with *m*—and you drink it. (milk)

Other available words: man, map, meat, mew, mill, monkey, moo, moon, mop, more, mother, mouse, mouth, mud, mug.

(*b*) Review the "Fun," "Nut," and "Mud" jingles. Observe which children have trouble getting the vowel sounds in right order.

(*c*) Enunciate *red, round, run.*

GROUP WORK

Note. This is different from the ordinary group usually formed, where a teacher has a large class. Beginning with the *entire* class, you have an exceptional opportunity to check up on children's working abilities.

6th day. *Objective:* to find which children who passed the diagnostic test know the full vocabulary.

Whole class. Say, "I am going to call the names of the children who were Gray Squirrels in their last lesson, and if they know these words we will put their names on our bulletin board." Have on a slip of paper the names of the children who colored diagnostic test No. 1 correctly.

Call a name. The child stands up. Then flash the following word cards so that the class can see them, too:

Find run walk hop red yellow blue

If a child calls each card correctly and quickly, write his name on the board. Taking the children individually with cards facing the entire class, you give *all* the class practice in recognizing words. You also make a child happy when his name is put on the board as one of the winners.

The class act as jury, and decide whether the prospective Gray Squirrel knows the words of the preceding week.

This oral test narrows the Gray Squirrel list down to those who know the larger vocabulary. Coming after each five days' work, it is a splendid stimulus to the child to keep trying.

Each week this Gray Squirrel group that "passes" the larger vocabulary is the group first released in the Group Work period. They are called Gray Squirrels for that week, and their names are put on the board. Be sure to draw a squirrel at the top of the list beside these honor names.

Seat these children together temporarily. They will now play puzzle games Nos. 1 and 2, while the rest of the class take up the work called "Medium and Poor."

Medium and poor (or Bunny Rabbits). Drill on names, so that each child knows his own name.

Note. If the child's name is written plainly on his box of crayons and on the envelope containing his patterns, he will be able to recognize it when it is placed on the blackboard without much stress being laid upon the learning of it.

It is an excellent plan to have each child's name written on a piece of cardboard, size about $2\frac{1}{2}'' \times 5''$, which is laid on his desk and kept by him. Talk about being careful to keep the cards. Some teachers write the names on the desk.

Medium group will then make *4* and *5* with corn, beans, or small stones.

Poor group. Drill on number cards from *1* to *5*.

7th day. *Whole class.* Drill on color cards, showing first the color sides (red, yellow, blue, orange, and black) and then the reverse with the names. Gray Squirrels go to their color charts.

Medium and poor. Play Number Games (see page xxix). Medium group released for Puzzle Games Nos. 1–5.

Poor group. Game with colors and number cards.

8th day. *Objective:* rapid snappy drills as needed

Whole class. A quick drill with "three-decker" cards. (See page xxxviii.) Gray Squirrels then take these cards to desks or table and, in pairs, make up "three-decker" stories for each other to read.

Medium and poor. Vocabulary Games with initials *n* and *t*. Medium group go to Puzzle Games Nos. 1–6.

Poor Group. Flash drill with words.

9th day. *Objective:* drills of varying types.

Whole class. Rhyming Game with *ad, ed, id, od, ud* in "Mud Jingle." Gray Squirrels go to coloring six marbles according to directions on board. Papers may be taken home. Use pattern of ball.

Medium and poor. Drill on colors and numbers up to 6. Medium group go to Puzzle Games, etc.

Poor group. Flash word drills.

10th day. *Whole class.* Review "Fun," "Nut," and "Mud" Jingles. Call for one word that rhymes with each. Gray Squirrels, puzzle games.

Medium and poor. Build with "three-decker" cards. (Nos. 1–7.) Medium group then color "boxes" to take home.

Poor group. Flash drills on words.

A SURVEY OF THE SECOND WEEK

A look back. For the second week the following elements have been used:

*4	*orange	How do you do?	I am	round
*5	*black	I am very well		and
*6	*green	What am I?	very well	what
*7	*brown	I am round		

The asterisk marks the symbols that all the children should have fixed in mind to go on satisfactorily with the next week's work.

This is what you have accomplished in your second week:

1. Words and phrases of the preceding week's vocabulary ("Good morning," for instance) are being learned through repeated use.
2. Four new colors have been learned.
3. Four new numbers have been learned.
4. The children are becoming more skillful in interpreting silent reading in seat work directions.
5. They see similarities and differences more quickly.
6. They are learning to handle the games more easily.
7. Their enthusiasm for reading is growing.

Dull children who lag behind in the reading class begin to pick up through ability to handle the manual phase of the work. Frequently we found this to be the case. One little boy who seemed subnormal at the beginning of the session developed into a star pupil.

"Doing," remember, exerts a magic charm over children.

A word to you. These things will help you to get most value from the course. Are you doing them?

1. In this early seat work (except the diagnostic test) have the children first read the directions silently and then at once take up the right crayon and make a dot in the center of the figure which they are to color, to show that they read the directions. Then, by passing quickly up and down the aisles, you can find at once which children have misread. You can have them hunt their mistakes by referring to the color charts, and change the crayon mark to the right color. This is better than letting children persist in the wrong coloring. Don't tell, however. Show them how to find out for themselves. We have seen children of less than six run up to their color chart to compare it with directions on the board.

2. Give brief rapid-fire flash drills of words and phrases each day. (See also Word Study and Group Work.)

3. Have the puzzle games (or sorting and matching) in constant use and record the children's progress.

4. Experiment with the different types of games described on page xxix.

5. Keep the diagnostic test sheets as records to show the children's progress week by week.

6. Occasionally put on the bulletin board the seat work that is most neatly and correctly done.

7. Get full use out of the unusual opportunity offered in the "three-decker" cards to build paragraphs of varying content. Each time you use the cards you will discover a dozen other good reading combinations.

8. Follow the reading periods as detailed here, because by so doing you reinforce the words. It is this repeated usage that helps the children to get the words in spite of themselves.

For instance, in these two weeks the phrase *Good morning,* which was not even basal for the first week, has been used over fifty times.

The following table giving the words used in the first two weeks and the number of times they have been used in the reading periods shows definitely how words are reinforced by use in different situations. This does not count the drill that is also given in word study and group work periods.

Good, good.....52	yellow.....23	black.....10
morning.....52	blue.....22	I.....67
Good-by.....44	to.....24	am.....44
You, you.....121	girls, Girls.....24	very.....14
Can, can.....94	said.....30	green.....10
run.....36	boys, Boys.....25	well.....18
walk.....32	The.....29	round.....25
hop.....35	orange.....11	brown.....11
Find, find.....47	How.....22	and.....30
red.....21	do.....38	What.....11

OPTIONAL AND SUPPLEMENTARY PROJECTS, ACTIVITIES, etc.

6th day. *Objective:* to sing and play the Good Morning Song.

First the boys say it. Then the girls say it. Then all say it.

Then they practice chanting a rote song for it.

Then they take hands in a circle in the front of the room and sing it as they dance around. If the room does not have space, simply have the children of each aisle trip around the room after a leader, singing the song. Encourage freedom, ease, and joy.

Always adapt suggestions to classroom conditions, but never give up in your effort to get the spirit of a thing.

7th day. *Objective:* to make individual color charts.

Write or print the words *red, yellow,* and *blue* on drawing paper. Have children draw from pattern a ball, box, block, or tent beside each word and color it to match the word. Have the color words in different orders.

8th day. *Objective:* to make individual color charts (continued).

Write *orange* and *black* on the back of the children's color charts begun the day before. Leave space for two more colors. The children draw some form by pattern beside each. Let them choose what they want.

9th day. *Objectives:* (*a*) to finish the color charts; (*b*) to make up rote songs.

To the individual color chart add the words *green* and *brown.* The children will draw and color figures to designate them.

Practice rote songs for the four songs composed in the reading work.

10th day. *Objective:* to carry reading over into action.

Sing and dance the rote songs made up during the week for the principal or another class.

CORRELATION WITH OTHER SUBJECTS

Note. You should look through these suggestions carefully before beginning the week's work, so that you can plan to use some of them each day, where they best fit your needs.

Picture study. *Perry Pictures.* Millet's The Rainbow (524); Dupré's The Balloon (600).

Conversation. Riddles; polite greetings; things that are round, as ball, sun, penny, orange.

Story-telling. How the Jointed Dolls behave; adventures of a Balloon Man.

Dramatization and pantomime. Two ladies calling on each other; the How do you do and Greetings songs (pp. 33 and 35).

Language. Making up riddles.

Nature study. Kinds of fruit and vegetables. Colors in nature, — green of grass, brown of trees, etc. Rainbow.

Incidental numbers. Numbers *4–7* recognized as digits; numbers *1–9* recognized orally through rhyme (page 429). Dominoes.

Collections. Orange, brown, black, green things.

Games. (*a*) *Greetings game,* with Good Morning Song. See p. 34.

(*b*) *Soap bubble game.* Let children blow bubbles in connection with riddle.

(*c*) *Game of dominoes,* as seat work in counting, — recognition of numbers (continued until children become expert).

(*d*) *Making color cards* with colored worsteds and needle.

(*e*) *Corridor game.* See p. 35.

SONG GAMES, RHYMES, AND STORY-TELLING

Song games. (*a*) "This is the Mother." Eleanor Smith's *Songs for Little Children*, part I.

THE FAMILY

Here 's the mother, so good and dear,
Here 's the father, so full of cheer;
Here 's big brother, both strong and tall,
Here 's little sister who plays with her doll;
And here is the baby, the sweetest of all.
That 's the whole family, great and small.

(*b*) *Marching song game*, with numbers up to 9. "Winding the Clock." Jessie L. Gaynor's *Songs of Child World*, p. 100.

(*c*) "Little Men." Poulsson's *Finger Plays*, p. 10.

Let children guess, as a riddle, who are the "busy little men to help us work to-day" before you give the finger explanations of "Master Thumb . . . Pointer . . . Tall man . . . Feeble man . . . Little Finger."

Number rhyme. Help children learn number rhyme from *Mother Goose*. See p. 429.

Poems to read or recite to the children: (*a*) "Boats sail on the river." Rossetti. See p. 438.

(*b*) "The Water Bloom." Thaxter's *Stories and Poems*, p. 122; Poulsson's *In the Child's World*, p. 400.

(*c*) "What I Love." *Riverside First Reader*, p. 120.

Story-telling. (*a*) A Rainbow Story. See p. 444.

(*b*) Cocky Locky and Henny Penny. Coe's *First Book of Stories*, p. 25.

NOTES

THIRD WEEK

(Boy, girl, cat, dog, bird)

Specific objectives. To teach:

1. Numbers, *8*, *9*, *10*.
2. Names and cries of domestic pets: cat, dog, bird.
3. Ear training: (*a*) rhyming games with "Bug" and "Pup" jingles, and (*b*) vocabulary guessing games with sounds of *h*, *d*, and *p*.
4. Interpretation of phrases, in seat work, rather than mere numbers and color words.

Materials.

1. Number cards: *8*, *9*, *10*.
2. Puzzle game No. 8: *a boy*, *a girl*, *a cat*, *a dog*, *a bird*, *I am*.
3. Patterns: boy, girl, cat, dog, bird.
4. "Pet stories," on oak tag: cat, dog, bird.
5. Diagnostic test No. 3: *boy*, *girl*, *cat*, *dog*, *bird*, *a*. (See page xliv.)
6. "Three-decker" flexible chart: Nos. 8–12. (See page xxxviii.)

No. 8 (*Boy*)

	Front	*Back*
Background card	(*a*) I am a little boy. (picture)	(*a*) I can play with you.
Matching card	(*b*) I am a little boy.	(*b*) I can play with you.
Building card	(*c*) I can walk ( ) I can run ( )	(*c*) I can hop ( ) a little boy
Word cards	(*d*) [boy] [with]	(*d*) [the boy] [with you]

No. 9 (*Girl*)

Background card	(*a*) I am a little girl. (picture)	(*a*) I can find you.
Matching card	(*b*) I am a little girl.	(*b*) I can find you.
Building card	(*c*) I can say ( )	(*c*) a little girl.
Word cards	(*d*) [say] [girl]	(*d*) [play] [the girl]

No. 10 (*Cat*)

Background card	(*a*) I am the cat.	(*a*) I can say Mew, mew.
Matching card	(*b*) I am the cat.	(*b*) I can say Mew, mew.
Building card	(*c*) The cat said ( )	(*c*) Who can say ( )
Word cards	(*d*) [cat] [Mew]	(*d*) [the cat] [Who]

No. 11 (*Dog*)

Background card	(*a*) I am the dog. (picture)	(*a*) I can say Bow, wow.
Matching card	(*b*) I am the dog.	(*b*) I can say Bow, wow.
Building card	(*c*) The dog said ( )	(*c*) Who am I?
Word cards	(*d*) [Bow, wow] [dog] [after]	(*d*) [the dog] [big] [after you]

No. 12 (*Bird*)

Background card	(*a*) I am a little bird. (picture)	(*a*) I can say Tweet, tweet.
Matching card	(*b*) I am a little bird.	(*b*) I can say Tweet, tweet.
Building card	(*c*) The bird said ( )	(*c*) A bird can hop ( )
Word cards	(*d*) [bird]	(*d*) [Tweet]

New words.

11th day	*12th day*	*13th day*	*14th day*	*15th day*
a	say	*cat	big	*bird
little	*girl	Mew, mew	Bow, wow	Tweet
with	*8	Who	after	*10
*boy		*9	*dog	
*play				

OPTIONAL AND SUPPLEMENTARY

I. Projects, occupations, and free-time activities. See page 62.

II. Correlation with other subjects. See page 63.

III. Supplementary song games, poems, and story-telling. See page 63.

READING PERIODS

11th DAY (boy)

Incidental reading: Opening. *Objective:* to review *boys* and *girls.*

Write on the board:

Good morning, boys. [*Boys rise and reply.*]
Good morning, girls. [*Girls rise and reply.*]

Project and **Word Study.** See pages 62 and 58. Project, optional.

New reading. *Objectives:* (*a*) to test silent reading by having the children find something in the room that the silent reading describes; (*b*) to teach *a little boy* and *play.* ("Three-decker" cards No. 8)

Have a picture of a little boy up near the board. Say that the little boy in the picture is going to speak to them.

Talk about what they and the little boy could do, if he came to visit them. What could they *run* together? [Races, tag, other games.] Where could they *walk* together? [To the park, woods, river, town, etc.] In what game could they *hop* together? [Hopscotch, leap frog, etc.] What games do *boys* play together? [Here should come a lively discussion of such games.]

While talking about this, write sentences, one at a time, like those on page 50.

1. I am a little boy. (OR)
2. I can run with you.
3. I can walk with you.
4. I can hop with you.
5. I can play with you.
6. What can I play with you?

Play the number game until the children are familiar with what the reading unit says. Have a child act as "little boy" and call out the numbers for other children to read. See that they enunciate "little boy" distinctly — not "li'l boy."

Each idea should be tied up repeatedly with the line it deals with; as, by saying, "Which line tells us that the little boy will walk . . . run . . . hop . . . play?" . . . etc.

Reading must be associated with thought. The more lively and interesting the thought is made, the deeper will be its association with the symbol. Therefore, after each of these questions, let the children tell you how happily the little boy would say, "I can run with you." Several of them can try reading the line for the others to notice how much fun they can put into it. How much energy and life! Pantomime the boy's acts. (P. 28.)

Listless reading cannot fasten a symbol of a word in a child's mind, but a lively game or discussion will!

Then, some child may read the whole unit. To prevent the eyes of the class from wandering, hold a blank piece of cardboard or the pointer below the line he is going to read, thus making the unit grow, sentence by sentence. Motion and activity catch the eyes of children, just as motion in a landscape catches the eye of the casual observer.

The following paragraphs can be built up line by line with "three-decker" cards, Nos. 2, 3, 4, 7, and 8. (OR)

(*1*) I am a little boy.[8]
I can play with you.[8]
I can run [8] (with you.[8])

(*2*) I can play with you.[8]
I am a little boy.[8]
I can hop [8] (with you.[8])

(*3*) I can play with you.[8]
You can run.[2]
I can hop [8] (with you.[8])

(*4*) I am a little boy.[8]
You can walk.[2]
I can run [8] (with you.[8])

(*5*) What am I? [7]
I can play with you.[8]
I can run [8] (with you.[8])

(*6*) Good morning.[3]
I am a little boy.[8]
I can run [8] (with you.[8])

(*7*) Good morning.[3]
I can play with you.[8]
I am [7] (the boy.[8])

(*8*) The boys said [4]
I can play with you.[8]
Good-by.[3]

(*9*) The girls said [4]
I can play with you.[8]
I am [7] (a little boy.[8])

Group work. See page 60.

Review. *Objective:* to stimulate reading through a game.

Say that the little boy has something more to tell the class, but that, as he cannot talk, the Chalk must speak for him. Then write on the board:

The little boy can play. (OR)
Can you play with the little boy?

Pretend that the boy is whispering something to you. Say:

"He wants to play a game with you. He wants me to write something on the board, and you must tell something that answers his question. How many want to play it with him?"

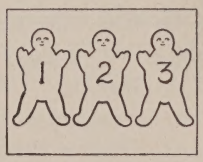
Of course, all are eager to read and make up answers: (OR)

1. What am I?	I am round.	1. What am I?	I am green.
2. What am I?	I am little.	2. What am I?	I am red.
3. What am I?	I am brown.	3. What am I?	I am black.
4. What am I?	I am blue.	4. What am I?	I can run.
5. What am I?	I am yellow.	5. What am I?	I can hop.
6. What am I?	I am orange.	6. What am I?	I can play.

Seat work. *Objective:* to apply color words to *boy*. Silent reading.

Have children draw from pattern three boys in a row; number them, 1, 2, and 3; and color them according to the following directions:

(SR)
boy 1 brown
boy 2 orange
boy 3 black



Children who finish first may go to puzzle games Nos. 1–8, or to project.[1] In the songs they should do each version. Have some reliable child act as "group leader." On the board put the names of children who have demonstrated that they know the different games; as,

Frank, Mary, Tom, Alice, Philip, Esther, and Tom, can play *hop*, *walk*, *run*.

Do the same for the other games, using the phrase "can play."

Incidental reading: Dismissal. *Objective:* to review. Write:

Girls and boys. (SR)
Good-by.

12th DAY (girl)

Incidental reading: Opening. *Objective:* to review polite greetings, children saying, "Good morning, Miss——" (teacher's name).

Good-morning to Mary and Hannah.
to Sam and Charles, etc.

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[1] This direction applies throughout the days and will not be repeated.

Project and **Word Study.** See pages 63 to 59. Project, optional.

New reading. *Objectives:* to teach *a little girl* and *say;* to talk about girls' play interests. (Cards No. 9.)

Begin with the picture of the little girl, who is going to visit the class. Say that the Chalk will tell something about her.

1. I am a little girl. (OR and SR)
2. A little girl can walk.
3. A little girl can hop.
4. A little girl can run.
5. A little girl can say Good-by.
6. What can a little girl play?

Play the find game with the reading unit. Say "Find" . . . [read a line]. The child finds and frames with his hands or holds the pointer horizontally under it. Then build paragraphs like the following: (OR)

(*1*) I can play with you.[8]
You can run.[2]
I can run [8] (with you.)[8]

(*2*) I can find you.[9]
I can play with you.[8]
I am [7] (a little girl.[9])

(*3*) I am a little girl.[9]
I can find you.[9]
I can say [9] (Good-by.[3])

(*4*) I am a little girl.[9]
I can play with you.[8]
How do you [6] (play? [8])

(*5*) I can find you.[9]
I am a little girl.[9]
I can say [9] (Good. [3])

(*6*) I can play with you.[8]
You can run.[2]
I can run [8] (well.[6])

Group work. See page 61.

Review. *Objectives:* to make up other "little girl" and "little boy" units; to teach *8*.

Take for each unit some name in the class with which the children are familiar. Play a number game: (OR)

1. I am Mary.
2. I am a little girl.
3. I can walk with you.
4. I can run with you.
5. I can hop with you.
6. I can play with you.
7. I can say, Good-morning.
8. I can say, Good-by.

1. I am a little boy.
2. A little boy can walk with you.
3. A little boy can run with you.
4. A little boy can hop with you.
5. A little boy can play with you.
6. I can say, I am very well.
7. I can say, How do you do?
8. I am Tom.

Play the find game with the phrases; as,

"Find: a little girl, with you, I can walk, I can run, I can hop, I can play, I can say, a little boy, I am, very well, How do you do."

The children will frame these phrases with their hands.

In giving them, jump from one unit to the other, so that the children will be forced to run their eyes down the lines to find what you want. Where there are several, have other children find until all are pointed out.

Enunciate "little girl" distinctly, — not "li'l gurl," or "goil."

Seat work. *Objective:* to apply color words to *girl.*

The children will draw three girls from pattern in a row and number them 1, 2, and 3. Then they will color the figures according to the following directions:

girl 1, red and yellow. (SR)
girl 2, blue and orange.
girl 3, brown and green.

Incidental reading: Dismissal. *Objective:* to review names.

Write the following for four different children:

Good-by, to Mary.

13th DAY (cat)

Incidental reading: Opening. *Objective:* to review the How do you do Song.

Write this on the board as the children give the lines. Then add the names of the children who are to sing it.

Project and **Word Study.** See pages 63 and 59. Project, optional.

New reading. *Objective:* to teach *cat* and its cry.

Say that the little girl has brought a pet with her, and the children are to guess what it is. Then write on the board, sentence by sentence, the children reading and making guesses as to the identity of the pet. (Cards, No. 10.)

1. Who am I? (OR)
2. I am little.
3. I am black.
4. I can say, "Mew, mew."
5. I play with a little girl.
6. I am the cat.

Play the find game with phrases.

Play the number game, reading the sentences aloud in a different order according to the numbers given by the children.

Use "three-decker" cards Nos. 4, 6, 7, 8, 9, and 10 to make stories: (OR)

(1)	(3)	(5)
I am the cat.[10]	The boys said[4]	I am the cat.[10]
I can say Mew, mew.[10]	I can find you.[9]	I can play with you.[8]
I am [7] (the cat.[10])	The cat said[10] (Mew.[10])	The cat said[10] (Mew.[10])
(2)	(4)	(6)
I can find you.[9]	I can say Mew, mew.[10]	How do you do?[6]
I am the cat.[10]	I can find you.[9]	I can say Mew, mew.[10]
I can say [9] (Mew.[10])	I can walk [8] (with you.[8])	I am [7] (the cat.[10])

(7)	(8)	(9)
I can say Mew, mew.[10]	What am I? [7]	The girls said [4]
I am the cat.[10]	I can say Mew, mew.[10]	How do you do? [6]
Who can say [10] (Mew.[10])	I can run [8] (with you.[8])	The cat said [10] (Mew.[10])

Group work. See page 61.

Review. *Objective:* to make up another story about a cat; to teach *9*. The cat is going to talk to the children.

1. Girls and boys. (OR)
2. Mew, mew.
3. I am a little cat.
4. I am very little.
5. I am very black.
6. I can run very well.
7. I can play with the little girl.
8. I can play with the little boy.
9. What can I play with you?

What different things are said about this Pussy cat? Which lines tell what it looks like? Which lines tell what it can do?

Play the Find Game, framing the sentences or phrases.

Play the Turn-your-back Game. Someone in the class tiptoes up and chooses a line, and the nine children who turned their backs read different lines, and at the end are told which child read the chosen line.

Seat work. *Objective:* to test *cat* and colors.

With a pattern of the cat, the children draw two cats on the front and two on the back of the paper, putting under each a number from 1–4. Then they color according to directions:

1. The orange cat (SR)
2. The black cat
3. The yellow cat
4. The brown cat

The child who does the best work (not a child previously chosen) may paste his picture of the cat on the oak tag story. (Page xlix) [1]

Incidental reading: Dismissal. *Objective:* to test names.

Write "Good-by" with five common names of children. After they have gone, write:

Girls, good-by, run. (SR)
Boys, good-by, hop.

[1] Applies to each day's seat work this week.

14th DAY (dog)

Incidental reading: Opening. *Objective:* to review *said* with names.

Call on a child to come to the front of the room and say How do you do? Then write:

Margaret said, "How do you do?" (*a girl*) (SR and OR)
Charles said, "How do you do?" (*a boy*)

Project and **Word Study.** See pages 63 and 59. Project, optional.

New reading. *Objectives:* (*a*) to teach *big*; (*b*) to teach *dog* and cry.

Use the same approach as in the previous lesson, but indicate that this is a *boy's* pet. The children will get *dog* from the context or the background card of the "three-decker" set, No. 11.

1. Who am I? (OR)
2. I am big.
3. I am brown.
4. I can say, "Bow, wow."
5. I run after the cat.
6. I run after the little boy.
7. I am the dog.

Play number and find games to familiarize the children with this description of the dog. Have a picture of the dog to put up with the cat in the class's picture gallery of friends.

Enunciate "Bow, wow" distinctly.

Build the following "stories" about the dog. The "three-decker" cards make this very easy to do. (Nos. 4, 7, 8, 10, 11.) (OR)

(*1*) I am the dog.[11]
I can say Bow, wow.[11]
The dog said [11] (Bow, wow.[11])

(*2*) I can say Bow, wow.[11]
I am the dog.[11]
I am [7] (big.[7])

(*3*) I can say Bow, wow.[11]
I can play with you.[8]
The dog said [11] (Bow, wow.[11])

(*4*) I can say Bow, wow.[11]
I can say Mew, mew.[10]
Who am I? [11]

(*5*) The girls said [4]
I can say Bow, wow.[11]
I can run [8] (after you.[11])

(*6*) The boys said [4]
I can say Bow, wow.[11]
I am the dog.[11]

(*4*) is a child imitating animals.

Group work. See page 61.

Review. *Objective:* to combine previous words into a unit about dog and cat.

Little boy. (OR)
The big dog can run after you.

Little girl.
The little cat can run after you.

"Bow, wow," said the dog.
"I can run after the cat."
The dog can run after the cat.

"Mew, mew!" said the cat.
The cat can run and run.

Play the Turn-your-back Game. Let nine children turn their backs, while the class chooses a line. Then they take turns in reading lines.

Seat work. *Objective:* to interpret colors in pairs.
The children draw a dog on the front and one on the back of the paper. They number them 1 and 2. Then they color like the following:

The big dog 1, brown and yellow (SR)
The big dog 2, black and brown

Incidental reading: Dismissal. *Objective:* to review *said* with names.

Tom said Good-by. Girls, good-by.
Betty said Good-by. Boys, good-by.

15th DAY (bird)

Incidental reading: Opening. *Objective:* to review *said.*
Say "How do you do?" Then write what you did.

I said, How do you do? (OR)
Good morning to you.

Project and **Word Study.** See pages 60 and 63. Project, optional.

New reading. *Objectives:* to teach *bird* and its call; to teach *10.*
Place the background sheets of "three-decker" cards Nos. 11, 12, and 13 on the blackboard ledge. Then announce that there is a new pet visitor.

Who am I? (OR)
I am very little.
I am brown and red.
I say, "Tweet, tweet."
I am a little bird.
Tweet, tweet.
Tweet, tweet, tweet.

The children read the lines and search for the visitor. You should have a picture of a robin somewhere in the room.

Play Number and Find Games with this unit, numbering first from 1 to 7 and then from 4 to 10.

Some children will have trouble distinguishing *say* and *said*. Tell them that *said* is a cross word that wants the last sound "said out hard," so it holds a stick up to remind them to say final *d*.

say said (*d*, the stick)

Make up "stories" like the following with the "three-decker" cards Nos. 4, 7, 8, 9, 10, 11, and 12.

(*1*) I can say Tweet, tweet.[12]
I can say Mew, mew.[10]
Who am I? [11]

(*2*) I am a little bird.[12]
I can say Tweet, tweet.[12]
The bird said [10] (Tweet.[12])

(*3*) I am a little bird.[12]
I can play with you.[8]
I can hop.[12] (Tweet.[12])

(*4*) The girls said [4]
I can say Tweet, tweet.[12]
A bird can hop [12] (after you.[11])

(*5*) I am a little bird.[12]
I can say Tweet, tweet.[12]
I can hop.[12] (Tweet.[12])

(*6*) I can say Tweet, tweet.[12]
I am a little bird.[12]
A bird can hop.[12] (Tweet.[12])

(*7*) I can say Tweet, tweet.[12]
I can find you.[9]
I am [7] (a bird [12])

(*8*) I say Tweet, tweet.[12]
I can play with you.[8]
I can hop.[12] (Tweet.[12])

(*9*) The boys said [4]
I am a little bird.[12]
I can say.[12] (Tweet.[12])

Group work. See page 61.

Review. *Objectives:* to make up interesting stories about the cat.

The cat can run
after the little bird.
Little bird, hop.
The cat can run after you.
Little bird, hop.

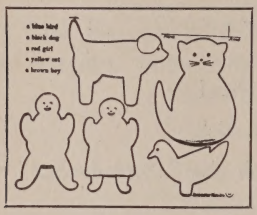
The little bird said,
Tweet, tweet.
Big cat, run
after the dog.

(OR)

The big cat said,
Mew, mew.
Little bird,
I can run after the dog.
I can run after you.

Seat work. *Objective:* to test basal words of week.

Distribute diagnostic test No. 3 or have a similar sheet for the children, based on patterns of boy, girl, cat, dog, and bird.



Do not help the children in doing this. They will color according to the following directions:

a blue bird (SR)
a black dog
a red girl
a yellow cat
a brown boy

Incidental reading: Dismissal. *Objective:* to review *said*. Say "Good-by"; then write:

I said, Good-by. (SR and OR)
Girls, good-by. You can hop.
Boys, good-by. You can walk.

WORD STUDY

11th day. *Objectives:* (*a*) to teach sound of *h*; (*b*) to review.

(*a*) Get *h* from the way a child breathes when he has run hard and is out of breath –

h—h—h—h—h—h

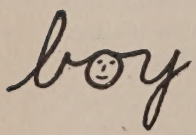
One teacher had a youngster go out into the school yard and run into the room to her. He was out of breath. She imitated the *h* sound, and called him "a little engine."

Play Vocabulary Game with words that begin with the *h* sound:

Available words: hair, ham, hat, head, heart, hen, hide, hike, hill, hog, home, hop, horse, hose, hot.

(*b*) Review words in groups on the board:

run	yellow	blue	girl	Good-by	walk
red	you	black	girls	Good-morning	with
					well



Review again the clues for similar words. Some children will confuse *boy* and *big*, when the word *big* comes later. Write *boy* on the board in large letters and draw a face in the *o*.

Note. Use whatever clue has proved successful in your own work. These suggestions are made to help the inexperienced teacher.

12th day. *Objective:* to get *ag, eg, ig, og, ug* through ear.

Describe a pussy-cat chasing a cricket or a grasshopper through the weeds, or trying to catch a June bug beating its wings against the window-pane. Then say the rhyme:

Ag, eg, ig, og, ug
The cat is chasing the bug!

Emphasize the final sound of *g*.

Then play the Rhyming Game with the jingle:

T. I am thinking of a word that sounds like *ag*.

ag	*eg*	*ig*	*og*	*ug*	
bag	beg	big	bog	bug	tug
rag	keg	dig	fog	dug	drug
slag	leg	fig	hog	hug	plug
tag	peg	pig	clog	jug	shrug
wag		rig	flog	mug	slug
drag		wig	frog	pug	snug
flag			log	rug	

Note. The jingles are entirely oral, not written on the board.

13th day. *Objectives:* (*a*) to review *ad, ed, id, od, ud* in the "Mud Jingle" (p. 41), (*b*) to give clues.

(*a*) Emphasize final *d* in the jingle. Use *d* as an initial in *did*. Key word, *did*.

Play the Vocabulary Game with words beginning with *d*.

Available words: Dad, daisy, dark, day, deep, deer, dew, did, dig, dime, dinner, dish, dog, doll, dollar, drink, dry.

(*b*) Clues. The words *can* and *cat* may be written on the board and the similar sound of the initial letter emphasized. A clue to *cat* may be given by saying that the cat has its tail in the air.

can cat

14th day. *Objectives:* (*a*) to give *ap, ep, ip, op, up* combinations; (*b*) to give clues, or cues; (*c*) to stress initial sounds.

(*a*) What could a little puppy dog do? Picture him at some play. Then chant:

Ap, ep, ip, op, up
Oh, see this little white pup!

Taking the five sounds separately, play the Rhyming Game with each. Be ready with definitions of the words, in simple language.

ap		*ep*	*ip*		*op*		*up*
cap	clap	pep	dip	drip	cop	crop	up
lap	flap	Shep	hip	grip	hop	drop	cup
map	slap	step	lip	slip	mop	prop	pup
nap	scrap		rip	skip	pop	shop	sup
rap	strap		tip	strip	top	slop	
sap	trap		chip	trip	chop	stop	
tap	wrap		ship	whip			

(*b*) Clues. Write both *big* and *boy* on the board and refresh their minds on the clue for boy (a round face in the *o*). Show that the word *big* is really little (short) and the word *little* is really big (long). Draw a *little* boy; a *big* boy; with the word under each.

big	(short)	boy	(o, a face)
little	(long)	big	

15th day. *Objectives:* (*a*) review "Pup Jingle," (*b*) Vocabulary Game with *p*, (*c*) flash drills.

(*a*) Emphasize the *p* sound on the jingle, page 59.

Show how *p* is formed by being exploded from the lips. Pronounce *up*, *pup*, and *pig*.

(*b*) Play the Vocabulary Guessing Game with words beginning with *p*. Be ready with terse descriptive definitions that will help the children to get the words quickly.

Available words: Pack, pail, pan, park, party, peach, pear, pen, pet, pick, pie, pig, pin, pinch, pink, play, please, plow, pony, pop, pretty.

(*c*) Flash all large and medium cards. Group word cards together and flash them:

run	boy	blue	girl	can
red	boys	black	girls	cat
round	big		Good-by	
	Bow, wow		Good	
			good	

GROUP WORK

11th day. *Objective:* to sort the class so that those who need most drill get it.

Whole class. Take children who did diagnostic test No. 2 right. Test them individually before the class with a flash drill of the vocabu-

lary on page 31 omitting words used in diagnostic test. The procedure of flashing cards right at the class enables the other children to get the benefit.

Write the names of those who know these words on the board as Gray Squirrels of the third week. Gray Squirrels go to the project.

Medium and poor. Review "Fun," "Nut," and "Mud" jingles and review rhyming words for the combinations. Medium group go to Puzzle Games Nos. 1–8.

Poor group. "Three-decker" cards; matching and paragraph-building.

12th day. *Whole class.* A word match, class divided into sides. Flash word cards alternately. Those that fail sit down. Gray Squirrels go to puzzle games Nos. 1–8.

Medium and poor. Vocabulary Guessing Game reviewing initial sounds of *n*, *t*, and *h*. Medium group go to project.

Poor group. Postal Game with "three-decker" cards Nos. 1–10.

13th day. *Whole class.* Vocabulary Guessing Games with initials *n*, *t*, *h*, and *d*. Gray Squirrels make a suit for the cut-out boy.

Medium and poor. Build paragraphs with "three-decker" cards Nos. 1–10. Medium group go on with this card building, working at the board in pairs. Children can sort the cards by number. A "group leader" may attend to this.

Poor group. Puzzle Games Nos. 1–7 under your supervision.

14th day. *Whole class.* "Building stories" with "three-decker" cards. Gray Squirrels go to Puzzle Games.

Medium and poor. Flash drills with cards. Medium group make suit for cut-out boy or dress for paper doll.

Poor group. Rhyming Games with "Fun," "Nut," "Mud," and "Pup" jingles, one rhyming word for each combination and the children guessing. By taking only one for each, there is more possibility of getting through the jingles.

15th day. *Objective:* to review for diagnostic test.

Whole class. Flash drill of large and medium cards. Gray Squirrels go to cut-outs.

Medium and poor. Paragraph-building of "stories" with cards Nos. 1–12. Medium group go to Puzzle Games.

Poor group. Vocabulary Guessing Games with initials *t*, *h*, and *p*. Clues to words.

A SURVEY OF THE THIRD WEEK

The following elements have been used, the asterisk marking the most important:

*cat	*boy	Mew, mew	*I am	a little boy
*dog	*girl	Bow, wow	Who am I	a little girl
*bird	play	Tweet, tweet	with you	
big	say	little	after you	

A word to you. In your third week:

1. You have strengthened words of the previous weeks through repetition, many words now having been used over fifty times.

2. You have discovered more fully how all the assignments of a day are woven together to increase the reading strength of the child.

3. You have noticed that the children are becoming more sure in their use of color words.

4. Diagnostic test No. 3 applies these color words to five new ideas of the week — the words *bird, dog, cat, boy,* and *girl.* You find that it pays to take particular pains to have this seat work as a real test — not telling the child, not doing it for him, for either of those would defeat at once the object of the test.

5. You are getting more use out of the suggestions in Correlation and Supplementary Reading.

You should begin now to take notes of the way the children respond to these tests, — which ones are quick and intelligent, which are slow and confused.

If reading deals with thinking operations, such a state of mind as the latter is highly indicative of need to train these children in thinking.

OPTIONAL AND SUPPLEMENTARY PROJECTS

11th day. *Objective:* to make stand-up cut-out of a boy.

Show the children how to make a "stand-up" paper doll of heavy drawing paper by laying the pattern of the boy head to head. Bend at the dotted lines to make it stand up. A suit can be drawn and colored on this figure.

Note. This week the best stand-up will be chosen each day for the project. See page 97 for way to make stand-up.

12th day. *Objective:* to make a "stand-up" paper doll. Use pattern of a girl.

13th day. *Objective:* to make a stand-up pet cat.

Color the cat differently back and front, if you like, so that it will look like two different cats.

14th day. *Objective:* to make a stand-up pet dog. Talk about different kinds of dogs.

15th day. *Objective*: to make a stand-up pet bird. Talk about the coloring of birds.

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry Pictures.* Boy (3198), girl (933), cat (500), dog (896), bird (792).

Conversation. What boys and girls can do that Jointed Dolls could not. Which pet you would rather have — dog, cat or bird,— why?

Story-telling. Things to do with pets.

Dramatization and pantomime. Imitating dog (watch dog), sly cat, and bird, children guessing.

Language. What a boy or a girl can do.

Nature study. Dogs, cats, birds: how is each one useful; kinds of each; chief marks of difference. Observation of the English Sparrow: its food, song, nest, flight, play, work, care of young, travel.

Incidental numbers. Learn *8–10* in digits. Learn to say from *1* to *10* and to recognize from *10* to *1*.

Collections. Animal stand-ups. Best example of each given special place of honor in classroom. Pictures of boys, girls, cats, dogs, birds for bulletin board or scrap book.

Green burlap tacked on wall makes fine bulletin board on which to fasten pictures.

Games. *Turn-your-back game*, p. 54.

SONG GAMES, RHYMES, AND STORY-TELLING

Song games. (*a*) "London Bridge is falling down." For music, see Hofer's *Children's Singing Games*, p. 13.

LONDON BRIDGE

London bridge is falling down,
Falling down, falling down.
London bridge is falling down,
My fair lady.

Build it up with iron bars,
Iron bars, iron bars.
Build it up with iron bars,
My fair lady.

Get a dog to bark all night,
Bark all night, bark all night.
Get a dog to bark all night,
My fair lady.

Two children represent bridge by holding hands up in form of arch. The other children form in line, holding on to each other, and pass under, singing song.

When they sing "My fair lady," keepers of bridge drop arms and catch child; who is asked "Which do you choose, —— or ——" [Here the child speaking says two word cards from a dozen stood on blackboard ledge.] When child chooses, he goes to board and points to card, then takes his place behind the bridge keeper who represents that card. If he cannot point to the word he wants, he takes his seat and cannot play in tug of war that closes game.

Needless to say this offers a strong incentive to induce children to concentrate on words. Each time the song is sung, the two children select two other words so that the dozen are covered in six playings of the song.

(*b*) "The Orphan" (Kitty), Bentley's *Play Songs*, p. 66; *Songs with Music*, p. 116.

(*c*) "The Sparrows," or "Mrs. Pussy's Dinner," Poulsson's *Finger Plays*, p. 49, or p. 57.

Poems to read or recite to the children:

(*a*) "I love little Pussy." Jane Taylor. See p. 440.

(*b*) "Once I saw a little bird." *Mother Goose.* See p. 428.

(*c*) "Old Tales." *Riverside First Reader*, p. 4.

Story-telling. (*a*) "Lady bird! Lady bird!" Olcott's *Wonder Garden.* See p. 446.

(*b*) "Selling Timothy Titus." Bailey and Lewis's *For Children's Hour*, p. 33.

(*c*) "Belling the Cat." Scudder's *Book of Fables and Folk Stories*, p. 159.

NOTES

FOURTH WEEK

(Cow, sheep, pig, hen, rooster)

Specific objectives. To teach:

1. Names and cries of domestic animals: cow, sheep, pig, hen, rooster.
2. Seat work silent reading in sentence form, applying colors in pairs to the same object.
3. Ear training: (*a*) Rhyming Games with the "Drum," "Cub," and "Goat jingles"; (*b*) Vocabulary Guessing Games with *s* and hard *c*.

Materials.

1. Puzzle Game No. 9: *the cow, the pig, a sheep, the hen, a rooster, This is.*
2. Patterns: cow, sheep, pig, hen, rooster.
3. "Barnyard stories" on oak tag: cow, sheep, pig, hen, rooster.
4. Diagnostic test No. 4: *cow, sheep, pig, hen, rooster, This is.*
5. "Three-decker" flexible chart: Nos. 13–17. (See page xxxviii.)

No. 13 (*Cow*)

	Front	*Back*
Background card	(*a*) This is the cow. (picture)	(*a*) The cow said Moo, moo.
Matching card	(*b*) This is the cow.	(*b*) The cow said Moo, moo.
Building card	(*c*) A cow is ( ).	(*c*) The cow said ( ).
Word cards	(*d*) [Moo, moo] [cow] [This is]	(*d*) [This] [the cow] [is]

No. 14 (*Sheep*)

Background card	(*a*) This is the sheep (picture)	(*a*) The sheep said Baa, baa.
Matching card	(*b*) This is the sheep.	(*b*) The sheep said Baa, baa.
Building card	(*c*) A sheep is ( ).	(*c*) The sheep said ( ).
Word cards	(*d*) [What is] [sheep]	(*d*) [Baa, baa] [a sheep]

No. 15 (*Pig*)

Background card	(*a*) This is the pig. (picture)	(*a*) The pig said Wee, wee.
Matching card	(*b*) This is the pig.	(*b*) The pig said Wee, wee.
Building card	(*c*) The pig is ( ).	(*c*) The pig said ( ).
Word cards	(*d*) [may] [pig]	(*d*) [Wee, wee] [the pig]

No. 16 (*Hen*)

Background card	(*a*) This is the hen. (picture)	(*a*) The hen said Cluck, cluck.
Matching card	(*b*) This is the hen.	(*b*) The hen said Cluck, cluck.
Building card	(*c*) A hen is ( ).	(*c*) The hen said ( ).
Word cards	(*d*) [Who is] [hen]	(*d*) [Cluck] [the hen]

No. 17 (*Rooster*)

	Front	*Back*
Background card	(*a*) This is the rooster. (picture)	(*a*) The rooster said Cock-a-do.
Matching card	(*b*) This is the rooster.	(*b*) The rooster said Cock-a-do.
Building card	(*c*) The rooster is ( ). Cock-a-doodle-do.	(*c*) The rooster said ( ) Who can find ( )
Word cards	(*d*) [rooster] [a rooster]	(*d*) [Cock-a-do] [Is this]

New words.

16th day	*17th day*	*18th day*	*19th day*	*20th day*
*This	*sheep	*pig	*hen	*rooster
*is	Baa, baa	Wee, wee	Cluck, cluck	Cock-a-doodle-do
*cow	may			
Moo, moo				

OPTIONAL AND SUPPLEMENTARY

I. Projects, occupations, and free-time activities. See page 81.
II. Correlation with other subjects. See page 82.
III. Supplementary song games, poems, and story-telling. See page 82.

READING PERIODS

16th DAY (cow)

Incidental reading: Opening. *Objective:* to imitate animals. Write:

The bird said,
Tweet, tweet.
Good morning.
Boys and Girls.
I can say Tweet, tweet.
What can you say?

Project and **Word Study.** See pages 81 and 76. Project, optional.

New reading. *Objective:* to identify from a written description.

Prepare three cows, or draw them on the board. One is small and yellow; the other two are big, and of the same size, but one is brown and the other is black. Paper cows should stand upon the teacher's desk.

Say that every barnyard must have a cow, so here are three to choose from; but the class must choose according to the description.

In the following unit, sentences 2 and 3 narrow the cow down to the big brown one. This is silent reading to find out something definite. Let the children read, and come up and whisper to you.

1. This is the cow. (SR and OR)
2. The cow is big.
3. The cow is brown.
4. The cow says, "Moo, moo."
5. Find the cow.

"Three-decker" cards No. 13 give opportunities for paragraph-building: (Nos. 2, 6, 7, 8, 9, 11, 13.) (OR)

(*1*) This is the cow.[13]
The cow said Moo, moo.[13]
The cow is [13] (big [11]).

(*2*) This is the cow.[13]
The cow said Moo, moo.[13]
Who am I? [11] (Moo, moo [13]).

(*3*) What am I? [7]
I can play with you.[8]
I can say [9] (Moo, moo [13]).

(*4*) The cow said Moo, moo.[13]
I am very well.[6]
The cow said [13] (Moo, moo [13]).

(*5*) The cow said Moo, moo.[13]
I can play with you.[8]
I can run [8] (after you [11]).

(*6*) The cow said Moo, moo.[13]
You can run.[2]
I can walk [8] (after you [11]).

Group work. See page 78.

Review. *Objective:* to make up sentences about cow, cat, dog. Ask your question and draw responses from the children.

1. What can the cow do? (OR)
2. The cow can say, "Moo, moo."
3. The cow can run after the boy.

4. What can the dog do?
5. The dog can say, "Bow, wow."
6. The dog can run after the cow.

7. What can the cat do?
8. The cat can say, "Mew, mew! Mew, mew!"
9. The cat can play with the girl.

Two children can read each section as a dialogue.

Seat work. *Objective:* to use colors in pairs.

Draw four cows from a pattern and number them 1, 2, 3, and 4. Then color to fit the following directions.

1. This cow is brown. (SR)
2. This cow is brown and yellow.
3. This cow is red.
4. This cow is black and yellow.

Incidental reading: Dismissal. *Objective:* to have children act this direction.

Write on the board and then, as you point to the sentences, have the class do what they say:

Good-by, boys and girls. (SR)
Girls, say Good-by.
Boys, say Good-by.
Girls, run and play.
Boys, run and play.

17th DAY (sheep)

Incidental reading: Opening. *Objective:* to review cow through imitation. Write:

Who can play cow? (SR)
Who can say Moo, moo?
You can play cow (Mary).
[Mary imitates the cow.]
You play the cow very well.

Project and **Word Study.** See pages 81 and 77.

New reading. *Objective:* to read to find a definite thing.

Follow the same procedure of having various sizes and colors of sheep, of which one suits the description. You should have a small yellow sheep, and two larger ones, a brown and a black sheep.

1. This is the sheep. (SR and OR)
2. This sheep is big.
3. This sheep is black.
4. This sheep said, "Baa, baa."
5. This is Baa, baa, Black Sheep.
6. Find the sheep.

Associate the sheep with the Mother Goose rhyme of "Baa, baa, Black Sheep." (Primer, page 100.)

"Three-decker" cards No. 14 present abundant opportunities for paragraph-building. (Nos. 3, 5, 7, 8, 10, 11, 12, 13, 14.) (OR)

(*1*) This is the sheep.[14]
The sheep said Baa, baa.[14]
The sheep is [14] (black [5]).

(*2*) This is the sheep.[14]
This is the cow.[13]
The sheep said [14] (Baa, baa[14]).

(*3*) The sheep said Baa, baa.[14]
This is the sheep.[14]
The sheep said [14] (Baa, baa [14]).

(*4*) The sheep said Baa, baa.[14]
The cow said Moo, moo.[13]
This is [13] (the sheep [14]).

(5) I can say Tweet, tweet.[12]
I can say Bow, wow.[11]
Who am I? [11]

(6) This is the sheep.[14]
The sheep said Baa, baa.[14]
The sheep is [14] (big,[11] good,[3] black,[5] brown,[5] little [8]).

Group work. See page 78.

Review. Put the review material in the form of a dialogue:

(OR) The little boy said,
"Sheep, sheep, what can you play?"

The sheep said,
"Little boy, little boy,
I can run with you.
I can walk after you.
I can hop to you.
I can find you."

The little boy said,
"Sheep, sheep, play.
Play with the dog.
Play with the cat.
Play with the girl."

The sheep said, "Baa, baa.
I can play with you."

Have two children take the parts of the sheep and the little boy and read the sentences for each.

Play the Find Game, framing the words with the hands.

Use "three-decker" cards No. 14 for the sheep.

Seat work. *Objective:* to use colors in pairs.

Draw four sheep from the pattern, two on each side of the paper. Number them. Then color according to directions put on board.

1. This sheep is brown and yellow. (SR)
2. This sheep is black.
3. This sheep is brown.
4. This sheep is black and brown.

Incidental reading: Dismissal. *Objective:* to present *may.*

Say: "Watch! I am going to give you permission to do something. You may do it."

In very large letters write:

You may play. (OR)
You may.

18th DAY (pig)

Incidental reading: Opening. *Objective:* to distinguish between *well* and *very well.*

Call for animal cries and bring out the difference between *well* and *very well.* All is done silently. Two volunteers come forward and imitate each animal.

1. Who can say Mew, mew well? (SR and OR)
2. Who can say Mew, mew very well?

3. Who can say Bow, wow well?
4. Who can say Bow, wow very well?

5. Who can say Tweet, tweet well?
6. Who can say Tweet, tweet very well?

7. Who can say Moo, moo well?
8. Who can say Moo, moo very well?

9. Who can say Baa, baa well?
10. Who can say Baa, baa very well?

Then erase and record at the top of the board a sentence telling which child did *very well;* as, Tom said Baa, baa very well.

Project and **Word Study.** See pages 81 and 77.

New reading. *Objective:* to teach *pig* and its cry; to identify.

Have three pictures of the pig, two little ones (one red, the other yellow), and a larger one, brown. Then find which pig is described in the unit. (Cards, No. 15.)

1. This is the pig. (SR and OR)
2. The pig is little.
3. The pig is red.
4. The pig says, "Wee, wee."
5. Find the pig.

First identify the picture pig from the description. Then read the sentences in a different arrangement of numbers, a different child for each number.

Use "three-decker" cards to make paragraphs. (Nos. 7, 13, 14, 15.) (OR)

(*1*) This is the pig.[15]
The pig said Wee, wee.[15]
The pig is [15] (little [7]).

(*2*) This is the pig.[15]
This is the sheep.[14]
This is [13] (the cow [13]).

(*3*) The cow said Moo, moo.[13]
The sheep said Baa, baa.[14]
The pig said [15] (Wee, wee [15]).

(*4*) The pig said Wee, wee.[15]
This is the pig.[15]
The pig said [15] (Wee, wee [15]).

(*5*) The pig said Wee, wee.[15]
The sheep said Baa, baa.[14]
The cow said [13] (Moo, moo [13]).

(*6*) The sheep said Baa, baa.[14]
The pig said Wee, wee.[15]
The cow said [13] (Moo, moo [13]).

Group work. See page 78.

Review. *Objective:* to use the animal "three-decker" cards to build paragraphs, the children supplying different word cards from the blackboard ledge to complete the third line.

Place on the blackboard ledge in a line the cards for all the seven colors, together with *to you,*[3] *good,*[3] *with you,*[8] *little,*[8] *big,*[11] *after you,*[11] to be used by the children to make different versions of the third line.

Begin by having a child place the picture background card on the ledge. Have all the matching cards for these animals on your desk. Hold up matching cards for cat and dog, being sure that the side of the cat card facing the children is the sentence you want.

The children will pick the one that makes sense; as,

I am the cat.
I say Mew, mew.

and place it against the first card.

You place the third card "I am" and let the children complete the third line.

The following paragraphs can be built up in a few minutes:

(*1*) I am the cat.[10] (OR)
I can say Mew, mew.[10]
I am [7] (little,[7] big,[11] black,[5] yellow,[1] brown [5]).

(*2*) I can say Bow, wow.[11]
I am the dog.[11]
I can run [8] (to you,[3] with you,[8] after you [11]).

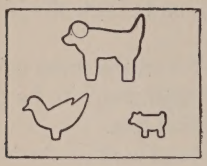
(*3*) I can say Tweet, tweet.[12]
I am a little bird.[12]
I can hop [8] (to you,[3] after you,[8] with you [8]).

(*4*) This is the cow.[13]
The cow said Moo, moo.[13]
The cow is [13] (big,[11] brown,[5] red,[1] good [3]).

(*5*) The sheep said Baa, baa.[14]
This is the sheep.[14]
The sheep is [14] (little,[7] good,[3] black,[5] brown [5]).

(*6*) This is the pig.[15]
The pig said Wee, wee.[15]
The pig is [15] (little,[7] red,[1] yellow,[1] black,[5] brown,[5] good [3]).

Seat work. *Objectives:* (*a*) to test *pig, dog,* and *bird;* (*b*) to test colors in combination.



Have the children draw from patterns and color according to the following directions:

The pig is red and brown. (SR)
The dog is orange and brown.
The bird is black and yellow.

Incidental reading: Dismissal. *Objective:* to dramatize words.

Remind the class of the child who "played cow" in the morning. Select another child to play cow. Then say, "Watch what the Chalk says," and write. Then play Follow the Leader.

Good-by, big cow, (SR)
run, run, run. [Child runs around room.]
Who can run
after the big cow?
The boys can run.
The girls can run.

19th DAY (hen)

Incidental reading: Opening. *Objective:* to test *round* and *may.*

Have a physical exercise drill on *may* (permission); numbers; and *round and round,* as making a circle. Appoint the first boy or girl in each aisle as the leader. Number the aisles. Then write:

1. The girls may walk round and round. (SR)
2. The boys may walk round and round,
3. You may find blue.
4. You may find green,

Who can play Little Pig?
[Child stands in front of room.]

5. The girls may walk round and round Little Pig.
6. The boys may walk round and round Little Pig.

Project and **Word Study.** See pages 81 and 77.

New reading. *Objective:* to teach *hen* and cry; to identify.

Have three pictures of the hen, — a large yellow hen, and two smaller hens of equal size, one black and one brown. The children will therefore be forced to distinguish size and color in making their choice. Develop the thought of the unit first; what the hen looks like and what it says.

1. This is the hen. (SR and OR)
2. The hen is little.
3. The hen is black.
4. The hen said, "Cluck, cluck."
5. Find the hen.

Play the Turn-your-back Game, five children — one for each line — guessing what the class has selected.

By means of the "three-decker" cards now begin a rapid review of the animals and their cries. In less than five minutes the following paragraphs can be formed by placing background and medium cards on the blackboard ledge and building up the third line from word and phrase cards placed against them. (Nos. 5, 11, 12, 13, 15, 16.) (OR)

(*1*) This is the hen.[16]
The hen said Cluck, cluck.[16]
The hen is [16] (black [5]).

(*2*) This is the hen.[16]
This is the pig.[15]
This is [13] (the dog [11]).

(*3*) The hen said Cluck, cluck.[16]
The pig said Wee, wee.[15]
The dog said [11] (Bow, wow [11]).

(*4*) The hen said Cluck, cluck.[16]
This is the hen.[16]
The hen said [16] (Cluck [16]).

(*5*) The hen said Cluck, cluck.[16]
The pig said Wee, wee.[15]
The dog said [11] (Bow, wow [11]).

(*6*) The cow said Moo, moo.[13]
The hen said Cluck, cluck.[16]
The bird said [12] (Tweet [12]).

Group work. See page 79.

Review. *Objective:* to have the children make up stories for the two other pictures.

You can get something like the following: (OR)

(*a*) 1. I am the hen.
2. I am big.
3. I am yellow.
4. "Cluck, cluck," I say to you.
5. Can you find the hen?

(*b*) 1. This is the hen.
2. This hen is little.
3. This hen is brown.
4. This hen can say, "Cluck, cluck!
Good morning to you.
How do you do?
I am very well."
5. Find the hen.

Seat work. *Objective:* to apply colors in pairs.

Let the children decide how many hens they can draw on one side of paper, and call it their hen yard. Then let them decide what colors they will make the hens, as they are numbered. Suggest that some of the hens be two colors. Talk about various coloring seen at Poultry Shows. You will be surprised at the variety. A class will produce something like the directions on page 74.

1. This hen is black.
2. This hen is yellow and black.
3. This hen is orange.
4. This hen is orange and brown.
5. This hen is red.
6. This hen is green and black.

When the coloring is completed, the children should gather around you for a few minutes and criticize one another's work, looking for good and bad points.

The competition between Bunny Rabbits and Gray Squirrels can be kept lively during the entire week, so that the Bunny Rabbits look forward eagerly towards being promoted into the Gray Squirrels set.

Let the class choose its representative to color the illustration of the hen for the story. Let them also decide what colors to have it. Let them bring pictures of hens to school.

Incidental reading: Dismissal. *Objective:* to review by a game. Write:

Who can play hen? [Child goes front.] (SR)
Girls, you may walk round and round the hen.
Boys, you may walk round and round the hen.
Good-by, boys and girls.

20th DAY (rooster)

Incidental reading: Opening. *Objective:* to dramatize animals. Write:

(SR) Who can play the cow? What do you say, hen?
Who can play the sheep? What do you say, sheep?
Who can play the pig? What do you say, pig?
Who can play the hen? What do you say, cow?

[Children imitate]

Then write:

Who can say Cock-a-doodle-do?

Begin it — *Cock-a* — and have the children guess it. Then write high on the board:

rooster

Project and **Word Study.** See pages 82 and 77.

New reading. *Objective:* to teach *rooster* and its cry; to identify.

Same procedure as in other lessons, several roosters on desk, one of which is described by the following unit. The children read silently to find the lines that tell which it is.

1. What am I? (SR and OR)
2. I am red and orange.
3. I say Cock-a-doodle-do.
4. I say Good morning.
5. I am the rooster.

Play the Find-the-Line Game.

Note the possibilities for varied review in making three-line paragraphs: (Cards Nos. 1, 11, 13, 15, 16, 17.) (OR)

(*1*) This is the rooster.[17]
The rooster said Cock-a-do.[17]
The rooster is [17] (red [1]).

(*2*) This is the rooster.[17]
This is the hen.[16]
This is [13] (the pig [15]).

(*3*) The rooster said Cock-a-do.[17]
This is the hen.[16]
The rooster said [17] (Cock-a-do [17]).

(*4*) The rooster said Cock-a-do.[17]
This is the rooster.[17]
The rooster said [17] (Cock-a-do [17]).

(*5*) The pig said Wee, wee.[15]
The hen said Cluck, cluck.[16]
The rooster said [17] (Cock-a-do [17]).

(*6*) The hen said Cluck, cluck.[16]
This is the rooster.[17]
This is [13] (the dog [11]).

Group work. See page 79.

Review. *Objective:* to review animals.

Have a barnyard parade arranged by each child on his desk according to directions:

The sheep can walk. (SR)
The cow can walk after the sheep.
The dog can walk after the cow.
The cat can walk after the dog.
The pig can walk after the cat.
The hen can walk after the pig.
The rooster can walk after the pig.
The boy can walk after the rooster.

Verify the order of each child's procession.

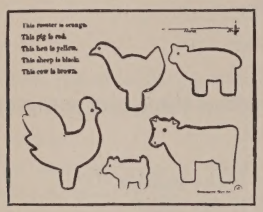
Talk about what the boy is doing. [Driving them to bed? Or driving them to water?]

Play the Find Game with phrases "after — ."

Number the lines. Let the children play the characters and tell which are "their lines." Let them stand before the class in the order given above. Let each child read the line that applies to it and give its cry. Then they can parade around the room.

Seat work. *Objective:* to test *rooster, hen, cow, sheep, pig.*

If you do not have diagnostic test No. 4, draw a rooster, hen, cow, sheep, pig on paper for each child. The children should color to fit the following sentences:



This rooster is orange. (SR)
This pig is red.
This hen is yellow.
This sheep is black.
This cow is brown.

This tests the child's grasp of the new animal words learned during the week and his accurate use of colors.

Those who finish first should go to the games. The children who have not yet progressed through the earlier games should be given help and oversight.

Incidental reading. Dismissal. *Objective:* to impersonate rooster.

Write:

How very well you play! (OR)
Can you play rooster?
You can say,
Cock-a-doodle-do.
I hop after you.
Good-by, girls.
Good-by, boys.

WORD STUDY

16th day. *Objectives:* (*a*) to teach initial sound of *s*, (*b*) to review short vowel jingles.

(*a*) Ask what sound the goose or snake makes. Show how *s* is made by blowing the breath between closed teeth. Bring out the *s* hissing sound:

*s*aid
*s*ay

Play the Vocabulary Guessing Game with words beginning with *s*.

Available words: sack, sail, Sam, Saturday, seat, see, sell, sew, silk, sink, sing, sit, six, south, sun, Sunday, supper, sweet.

(*b*) Review in a snappy five-minute period:

The "Fun Jingle" — *an, en, in, on, un*
The "Nut Jingle" — *at, et, it, ot, ut*
The "Mud Jingle" — *ad, ed, id, od, ud*
The "Bug Jingle" — *ag, eg, ig, og, ug*
The "Pup Jingle" — *ap, ep, ip, op, up*

17th day. *Objective:* to teach the *am, em, im, om, um* combination.
Picture the pleasure in beating a new drum. Then give the jingle:

Am, em, im, om, um
The boy is beating the drum!

Emphasize the lip movements in pronouncing the final *m*. Prolong the sound of *m*. It is the humming sound.

Play the Rhyming Game. By hinting at meanings you can get from the children many of these words:

am		*em*	*im*		*om*	*um*	
jam	clam	gem	dim	brim	Tom	chum	drum
ham	cram	hem	him	grim		gum	plum
ram	sham	stem	Jim	prim		hum	scum
Sam	slam		rim	skim		sum	slum
Tam	tram			swim			
yam				trim			

18th day. *Objective:* to teach the initial sound of hard *c*.
Pronounce *cat* and *can* until the children get the *k* sound.
Play the Vocabulary Guessing Game.
Available words: Cake, can, candy, cap, cart, cat, coat, cold, cop, count, cow, cut.

19th day. *Objective:* to teach the *ab, eb, ib, ob, ub* combination.
Picture a bear cub doing something interesting, then give the jingle:

Ab, eb, ib, ob, ub
Look at the little bear cub!

Emphasize the lip movements in pronouncing the final *b*. Then give it repeatedly:

b——*b*——*b*——*b*——*b*

Play the Rhyming Game.

ab	*eb*	*ib*	*ob*	*ub*
cab	web	bib	Bob	club
crab		crib	cob	cub
grab		rib	job	hub
scab			rob	rub
stab			sob	tub

20th day. *Objective:* to teach *ax, ex, ix, ox, ux* combinations; to flash words.
(*a*) Picture a goat chasing some one, head down, or bucking some one.

Then give the jingle, emphasizing the hissing sound of *x*, as if it were *ks*. Prolong the sound.

Ax, ex, ix, ox, ux!
See, how the Billy goat bucks!

Play the Rhyming Game. By giving meanings, you can get most of these words:

ax	*ex*	*ix*	*ox*	*ux*
ax	Rex	fix	box	Lux (a form of soap)
flax	vex	mix	fox	
Max		six	ox	
tax			Sox (baseball)	
wax				

(*b*) Flash word card drill.

GROUP WORK

16th day. *Objective:* to find the real Gray Squirrels.

Whole class. Children who did diagnostic test No. 3 correctly are tested individually in a flash drill of words on page 49, without diagnostic test words. Be sure to face the class, so that everybody can see the cards. These new Gray Squirrels go to the project.

Medium and poor. Review "Nut," "Mud," "Fun," "Pup," and "Bug" jingles, calling for one rhyming word for each combination. Medium group go to Puzzle Games Nos. 1–8.

Poor group. Flash drills with word cards.

17th day. *Whole class.* Have a match with word and phrase cards. Gray Squirrels go to Puzzle Games Nos. 1–8.

Medium and poor. Vocabulary Guessing Games with initial sounds, *n*, *s*, *t*, and *m*. Form the sound with your lips, detached from a word, but do not vocalize the sound. Medium group go to project.

Poor group. "Three-decker" cards Nos. 1–17 in matching and building paragraphs.

18th day. *Whole class.* Play Rhyming Games with the "Bug," "Pup," and "Drum" jingles. Gray Squirrels make numbers with corn, beans, or stones.

Medium and poor. Match and build with "three-decker" cards Nos. 1–15. Medium group go to project.

Poor group. Puzzle Games Nos. 1–8 under your supervision.

19th day. *Whole class.* Build little "stories" with the "three-decker" cards No. 14.

1st line. The hen said Cluck, cluck.[16] *or* (This is the hen [16]).
2d line. This is the hen.[16] *or* (The hen said Cluck, cluck [16]).
3d line. The hen said [16] (Cluck, cluck,[16] Good morning,[3] Good-by [3]).
The hen is [16] (big,[11] little,[7] red,[1] black,[5] brown,[5] yellow,[1] good [3]).

Gray Squirrels go to project.

Medium and poor. Vocabulary Guessing Game with initial sounds of *c*, *s*, *p*, and *d*. Medium group go to making numbers with lentils, peas, corn, beans, or small stones.

Poor group. Letter Game with words up to date.

20th day. *Whole class.* At the end of these four weeks of Pre-Primer work the children should have the animals, their cries, and all the colors firmly fixed in mind.

Drill on the animals and their cries ("three-decker" cards Nos. 10–17):

1. The dog said, "Bow, wow, wow." [11] (OR)
2. The cat said, "Mew, mew, mew." [10]
3. The hen said, "Cluck, cluck, cluck." [16]
4. The rooster said, "Cock-a-doodle-do." [17]
5. The cow said, "Moo, moo, moo." [13]
6. The sheep said, "Baa, baa, baa." [14]
7. The pig said, "Wee, wee, wee." [15]

Have the children sound the three syllables of the animal cry. Then chop off the last syllable and have them experiment with the reading that way. Gray Squirrels go to project.

Medium and poor. Practice on words that children confuse; as,

boy	cat	Moo, moo	Cluck, cluck
big	cow	Mew, mew	Cock-a-doodle-do
pig	can		

Further clues: Little *pig* has his nose in the ground. *Cow* has two horns in the *w*. Make *Moo* with a round mouth and then point to the round *o's*.

Medium group go to games.

Poor group. Word, phrase, and sentence drills with "three-decker" cards Nos. 10–17.

A SURVEY OF THE FOURTH WEEK

A word to you. Think carefully about the following suggestions:

1. *Diagnostic tests.* These papers should be classified at once, so that the children who failed in mastering either a name or a color can be picked out and given special attention. The results of these papers should regroup the children into Gray Squirrels and Bunny Rabbits, with the former a larger group (the names recorded on the board). During the coming week it may be advisable to call for volunteer Gray Squirrels to "play teacher" to the different Bunny Rabbits who are slow and help them in individual drills and games.

2. *Definite records.* At this time it is well to make a careful reckoning of the games. In one rural school the teacher put up on the wall a large sheet of cardboard with a column for each game. In these columns the names of the children were written when they played a game correctly three times. One playing of a game is not sufficient. In small classes in rural schools the score of the three playings can be recorded on the back of the envelope, [Mary///]; and, when the child has three scores to his credit, his name can be struck off the envelope and put on the cardboard record. In large city schools a chart record is preferable.

A little publicity in announcing those who thus progress makes the children eager. The children who have progressed may often be asked to supervise and help the slower children.

You have to watch that the children in their eagerness to go on do not slight the game or play it inaccurately. They should know when they have it right. No supervising child should do the game for a slow child. Take occasion to have the children tell you what they should do.

3. *A class library.* Some teachers have found it very helpful to copy these units on oak tag and call them "stories" to be kept on the desk for a nucleus of the class library. The children should be allowed to read them to each other. Different children might be allowed to take them home. At home they could read the story to father or mother. Most attractive "books" can be made in this way by putting a magazine picture or a child's illustration of the animal at the top of the reading.

These separate cards are better than a booklet containing all of the animal units because more children can take the cardboard stories home, and thus the effectiveness is greatly increased. Children vie with one another in taking home the "books." This may be held out as an inducement to make the Bunny Rabbits try harder. (See page xlix.)

OPTIONAL AND SUPPLEMENTARY PROJECTS, ACTIVITIES, etc.

16th day. *Objective:* to make a stand-up cut-out of the cow.

From the opening reading go into imitation of animal cries, and thus lead to the barnyard project. Talk about what a barnyard is like and how you could represent one. Here is where a sand table is invaluable. Make a home-made one, if you do not have any.

The reading units for this week's work are made of equal difficulty, so that the children can choose which animal they want for their project. Then you simply take the day that pertains to that animal, using all the assignments for the day clear through, not mixing the days.

Each day this week the children will make a different stand-up animal for the barnyard. They can play that their desks are a barnyard. The best animal for each day should be chosen for the class barnyard.

During the week "barnyard stories" can be made by your copying the units on oak tag and taking the best seat work to illustrate it.

For this day the stand-up animal is that most important one — the cow. Talk about the colors of cows. Use cards No. 13.

17th day. *Objective:* to make a cut-out sheep.

Talk about the sheep, its looks, and uses. Make stand-up paper sheep and color them. Some classes may want to make a sheep-fold for the sheep. Others will insist on making a sheep dog to watch the sheep. White cotton or wool may be pasted on cardboard sheep to make them look the part. Write *sheep* on board. Use cards No. 14.

18th day. *Objective:* to make a stand-up pig.

Lead to the next animal through talking about animal cries. For this day make a stand-up pig. Talk about colors and value of pig. Some children may want to make a pig pen, a trough, etc. Visualize the pig in his surroundings.

Write the word *pig* on the board. Use cards No. 15.

19th day. *Objective:* to make a stand-up hen.

Begin by asking who in the barnyard goes "round and round" hunting for worms. (hen) Use pictures of hens; put *hen* on board. Make stand-ups of the hen. Talk about varieties, uses, habits. Show the possibilities in coloring. Some children will want to make a hen coop. Cards No. 16.

20th day. *Objective:* to make a stand-up of the rooster. Cards No. 17.

Have the children arrange their stand-up animals on their desks in parade form.

During the day the "Pet story books" should be made prominent, the children reading them to themselves or to one another.

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry Pictures.* Cow (602), sheep (560B), hens (520), rooster and hen (9276, 2 cents).

Conversation. Domestic animals, cow, sheep, pig, hen, rooster: What they give when alive (milk, eggs) and what, when dead (meat, skins for leather, feathers for pillows, hair for brushes, etc.).

Story-telling. An adventure of, or with, an animal.

Dramatization and pantomime. Impersonating animals. Barnyard parade.

Language. What these animals are like.

Nature study. Cow, sheep, pig, hen, rooster: their general characteristics, and value to us; how to care for them.

Incidental numbers. Numbers *1* to *10* reviewed and strengthened; odd and even numbers discriminated.

Collections. Pictures of cow, sheep, pig, hen, rooster for bulletin board. Materials on which to mount pictures; as waste paper of all sorts. Various horn buttons as samples of what is made from cow's horns, pieces of leather, feathers, for museum.

Games. (*a*) *Imitative Animal Game*, pp. 69–70.

(*b*) *Follow the leader* — "round and round," p. 72.

(*c*) *Barnyard parade*, p. 75.

SONG GAMES, RHYMES, AND STORY-TELLING

Song games. (*a*) "The Pigs," "Hen and Chickens," or "The Lambs." Poulsson's *Finger Plays*, pp. 26, 18, and 14.

THE PIGS[1]

[1] Piggy Wig and Piggy Wee,
Hungry pigs as pigs could be,
For their dinner had to wait
Down behind the barnyard gate.

[2] Piggy Wig and Piggy Wee
Climbed the barnyard gate to see,
Peeping through the gate so high,
But no dinner could they spy.

[3] Piggy Wig and Piggy Wee
Got down sad as pigs could be;
But the gate soon opened wide
And they scampered forth outside

[4] Piggy Wig and Piggy Wee,
What was their delight to see
Dinner ready not far off —
Such a full and tempting trough!

[5] Piggy Wig and Piggy Wee,
Greedy pigs as pigs could be,
For their dinner ran pell-mell;
In the trough both piggies fell.

[1] Used by permission of Lothrop, Lee and Shepard, publishers of Poulsson's *Finger Plays*.

(*b*) "Piggy Wig and Piggy Wee," Gaynor's *Songs of Child World*, Book 2, part 2.

Rhymes and poems to read or recite to children: (*a*) "Little Boy Blue." *Mother Goose.* See p. 429.

(*b*) "Thank you, pretty cow." Jane Taylor. See p. 440.

(*c*) "The Cow." R. L. Stevenson's *Child's Garden of Verses*, p. 32.

Story-telling. (*a*) "Little Long Tail." Hoxie's *Kindergarten Story Book*. See p. 446.

(*b*) "Another Little Red Hen Story." Bryant's *Stories to Tell Children*, p. 53.

(*c*) "The Open Gate." Lindsay's *Mother Stories*, p. 67.

FIFTH WEEK

(Duck, turkey, barn, tree, sun)

Specific objectives:

1. To review colors, numbers, action words, animals, and cries.
2. To apply three colors to one object.
3. To develop sensitiveness to sound: (*a*) Rhyming Games with jingles, (*b*) Vocabulary Games with *b*, *p*, *d*, *t*. Transition from ear training to eye training.
4. To introduce simple dialogue and dramatization.

Materials.

1. Puzzle Games No. 10: *a duck, a turkey, a barn, a tree, the sun, We have.*
2. Patterns: duck, turkey, barn, tree, sun.
3. "Barnyard stories" on oak tag: duck, turkey.
4. Diagnostic test No. 5: *Color, duck, turkey, barn, tree, sun.*
5. "Three-decker" flexible chart: Nos. 18–22. (See page xxxviii.)

No. 18 (*Duck*)

	Front	*Back*
Background card	(*a*) We have a duck. (picture)	(*a*) The duck said Quack, quack.
Matching card	(*b*) We have a duck.	(*b*) The duck said Quack, quack.
Building card	(*c*) The duck is ( ).	(*c*) The duck said ( ).
Word cards	(*d*) [We] [We have] [duck]	(*d*) [Quack] [have] [a duck]

No. 19 (*Turkey*)

Background card	(*a*) We have a turkey. (picture)	(*a*) The turkey said Gobble, gobble.
Matching card	(*b*) We have a turkey.	(*b*) The turkey said Gobble, gobble.
Building card	(*c*) The turkey is ( ).	(*c*) The turkey said ( ).
Word cards	(*d*) [Gobble] [turkey]	(*d*) [color] [a turkey]

No. 20 (*Barn*)

Background card	(*a*) We have a barn. (picture)	(*a*) Do you have what we have?
Matching card	(*b*) We have a barn.	(*b*) Do you have what we have?
Building card	(*c*) The barn is ( ).	(*c*) Do you have ( )?
Word cards	(*d*) [a barn]	(*d*) [in]

No. 21 (*Tree*)

Background card	(*a*) We have 3 trees. (picture)	(*a*) What a big tree this is!
Matching card	(*b*) We have 3 trees.	(*b*) What a big tree this is!
Building card	(*c*) The tree is ( ).	(*c*) I think I can.
Word cards	(*d*) [3 trees] [up]	(*d*) [1 tree] [down]

No. 22 (*Sun*)

	Front	*Back*
Background card	(*a*) I am the sun. (picture)	(*a*) I shine on the trees.
Matching card	(*b*) I am the sun.	(*b*) I shine on the trees.
Building card	(*c*) The sun is ( ).	(*c*) I can shine ( ).
Word cards	(*d*) [sun] [on]	(*d*) [shine] [on you]

New words.

21st day	*22d day*	*23d day*	*24th day*	*25th day*
We	*Color	*barn	*tree	shine
have	*turkey	in	up	*sun
*duck	Gobble		down	on
Quack				

OPTIONAL AND SUPPLEMENTARY

I. Projects, occupations, and free-time activities. See page 97.

II. Correlation with other subjects. See page 98.

III. Supplementary song games, rhymes, and story-telling. See page 99

READING PERIODS

21st DAY (duck)

For **Project, Word Study,** and **Group Work,** see pages 97, 94, and 96.

Note to teacher. Beginning here, the periods for Project, Word Study, and Group Work are given in a general reference at the beginning of each day's work. By consulting the previous weeks you can see where these periods can be best inserted in the daily program.

Incidental reading: Opening. *Objective:* to review basal words of previous week and lead up to project.

Children find their patterns and place on their desks as you write:

Good morning, girls and boys. (SR)
You may find the cow.
You may find the sheep.
You may find the pig.
You may find the hen.
You may find the rooster.

New reading. *Objective:* to teach *duck, We have,* and *Quack;* to identify.

Build up the following description as you get ideas from the class, or have several ducks on desk and let children find which duck is described.

1. We have a duck. (SR)
2. The duck is brown and orange.
3. The duck is little.
4. The duck said, "Quack, quack."
5. Find the little brown and orange duck.

Use "three-decker" cards No. 18 with others for drill: (OR)

(*1*) We have a duck.[18]
The duck said Quack, quack.[18]
The duck is [18] (brown [5]).

(*2*) The rooster said Cock-a-do.[17]
The duck said Quack, quack.[18]
We have [18] (a dog [11]).

(*3*) We have a duck.[18]
The duck said Quack, quack.[18]
I can run [8] (after you [11]).

(*4*) The duck said Quack, quack.[18]
We have a duck.[18]
The duck said [18] (Quack [18]).

(*5*) The hen said Cluck, cluck.[16]
We have a rooster.[17]
We have [18] (a duck [18]).

(*6*) The pig said Wee, wee.[15]
The rooster said Cock-a-do.[17]
The dog said [11] (Bow, wow [11]).

Review. *Objective:* to make up a Little Duck story.
Pretend that Little Duck is talking. Write:

1. Quack, quack. (OR)
2. Can you find Little duck?
3. Who can find Little duck?
4. Quack, quack.
5. Can you run after Little duck?
6. How can you run?
7. Quack, quack.
8. How can a little duck run?
9. Quack, quack.
10. I am Little duck.

Imitate the waddle of a duck.

Then imagine that all the barnyard animals visited the duck pond. Make up a story:

"Every day Little Duck went off by herself and would not tell the other animals where she was going. So one day they all followed her to find out. They walked, and they walked, and they walked. Where do you think they walked? [guess] They could not go any farther after her, so they just stood still and this is what they said": [Show review unit under window shade.]

Mew, mew, said the cat. (OR)
Baa, baa, said the sheep.
Moo, moo, said the cow.
Wee, wee, said the pig.
Cluck, cluck, said the hen.
Cock-a-doodle-do, said the rooster.
We have run after you.

Little Duck said
Quack, quack.

Play this:

Mark duck pond with chalk in front of the room. Select a far corner as barnyard. Have all seven animals assemble there. Then Little Duck steals off, going in a round-about way to the duck pond. She swims out into the middle. [Imitate.] One by one, the other animals follow, finally forming a circle on the bank around the duck pond, where the above conversation takes place.

Seat work. *Objective:* to apply 3 colors to one object.

Patterns of hen and duck. Talk about the coloring of hens and ducks — red combs, yellow or orange bills and legs, green on head of duck. Then color according to directions:

The hen is (SR)
yellow, black, and red.
The duck is
brown, green, and orange.

Throughout this week the best work of each day will be selected for the Farm Animal story.

Incidental reading: Dismissal. *Objective:* to commend skill in impersonation.

Fill in names of children who played the best.

—— is a very good Little duck. (OR)
—— is a very good pig.
—— is a very good rooster.

22d DAY (turkey)

For **Project, Word Study,** and **Group Work,** see pages 97, 95, and 96.

Incidental reading: Opening. *Objective:* to give a riddle.

Write:

What am I? (OR)
I am round.
I am very big.
I am orange.
I am yellow.
I am red.

This is the sun, but do not tell. Let the children guess. Then draw a sun just peeping above a horizon line and color it yellow. Each day until the 25th lesson make it rise higher. Talk about when the sun looks these different colors.

New reading. *Objective:* to teach *turkey* and its cry.
(See page 68 for procedure of reading to find which one.)

1. We have a turkey. (SR)
2. The turkey is black and red.
3. The turkey is very big.
4. The turkey can say
   Gobble, gobble.
5. Can you find
   the big red and black turkey?

Use "three-decker" cards No. 19 with others: (OR)

(*1*) We have a turkey.[19]
The turkey said Gobble, gobble.[19]
The turkey is [19] (big [11]).

(*2*) The rooster said Cock-a-do.[17]
The duck said Quack, quack.[18]
The turkey said [19] (Gobble [19]).

(*3*) The duck said Quack, quack.[18]
The turkey said Gobble, gobble.[19]
The dog said [11] (Bow, wow [11]).

(*4*) The turkey said Gobble, gobble.[19]
We have a turkey.[19]
The turkey said [19] (Gobble [19]).

(*5*) Do you have what we have? [20]
We have a turkey.[19]
The turkey is [19] (brown [5]).

(*6*) We have a rooster.[17]
We have a turkey.[19]
We have a dog.[11]

Note. The summaries on pages 99–101 are very useful in reviewing.

Review. *Objective:* to read through longer units.
Write on board under window shade, or build up on board in sections; talk about them and play them.

1. Boys, you may play big turkey. (OR and SR)
2. Girls, you may play Little duck.

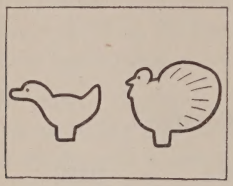
3. What can you do?
4. Can you hop, big turkey?
5. Can you run, good duck?

6. Play this.
7. Do what I do.
8. Can you?
9. The turkey may hop round and round.
10. The duck may hop round and round
    after the turkey.

[Imitate "Follow the Leader."]

Seat work. *Objective:* to apply three colors. Patterns of duck and turkey.

Teach the word *color* by asking what you have been doing in the seat work and having the Chalk tell it. Write *color* on board.



Color the duck (SR)
orange, black, and green.
Color the turkey
orange, brown, and red.

Incidental reading: Dismissal. To review *may.*

Girls, you may play. (SR)
Boys, you may play.

23d DAY (barn)

For **Project, Word Study,** and **Group Work,** see pages 97, 95, and 96.

Incidental reading: Opening. *Objective:* to review *girls, boys,* and animals. Begin with:

Good morning, girls. [Girls reply] (SR)
Good morning, boys. [Boys reply]

Then assign children the animal parts and have them answer "The —— is very well, thank you," when you write the questions:

How is the dog?	How is the big pig?
How is the cat?	How is the big duck?
How is the cow?	How is the big rooster?
How is the hen?	How is the big turkey?

New reading. *Objectives:* (*a*) to teach *in the barn,* (*b*) to assemble the animals and thus be sure that the children know them all.

Children and teacher together can compose this unit:

1. We have a barn. (SR)
2. The barn is big. [Size]
3. The barn is red. [Color]

4. We have a cow in the barn.
5. We have a sheep in the barn.
6. We have a cat in the barn.
7. We have a rooster in the barn.
8. We have a hen in the barn.
9. We have a big pig.
10. We have a big dog.

Assemble all these animals on the desk. Place the corresponding "three-decker" cards on the blackboard ledge, and have the children find the card that pertains to each sentence. Then build paragraphs rapidly for drill

(*1*) We have a barn.[20] (OR)
Do you have what we have? [20]
The barn is [20] (red [1]).

(*2*) We have a barn.[20]
We have a turkey.[19]
The turkey said [19] (Gobble [19]).

(*3*) Do you have what we have? [20]
We have a turkey.[19]
The barn is [20] (green [5]).

(*4*) Do you have what we have? [20]
We have a barn.[20]
Do you have [20] (a barn [20])?

(*5*) Do you have what we have? [20]
We have a barn.[20]
We have [18] (a turkey [19]).

(*6*) The rooster said Cock-a-do.[17]
We have a barn.[20]
Do you have [20] (a barn [20])?

Review. *Objective:* to give practice in reading larger units.

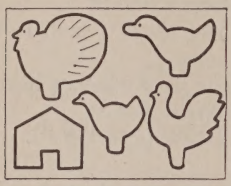
Build up something like the following in talking with class, or have unit on board hidden by a window shade. In the latter case you can lead up to it by saying that you overheard the barnyard animals talking. What do you think they were saying? Therefore the class reads to find out.

1. "Moo, moo," said the cow. (SR and OR)
"What a good barn we have!"
2. "Baa, baa," said the sheep.
"I can play with you, cow."
3. "Wee, wee," said the pig.
"Sheep, may I play with you?"
4. "Bow, wow," said the dog.
"I can run after you, Little Pig."
5. "Gobble, gobble," said the turkey.
"I can run after you, Little dog."
6. "Mew, mew," said the cat.
"I can play with you, Little girl."
7. "Cluck, cluck," said the hen.
"Play and hop, play and hop."
8. "Cock-a-doodle-do," said the rooster.
"I can walk and hop and run."

Number these double lines. Let the children find out (*1*) who are talking, (*2*) how many animals, and (*3*) what each one says. Also act.

Seat work. *Objective:* to apply 2 colors to an object.

The children will draw from patterns, and color according to the following directions. Write the word *color* at another place on the board and tell them that is what they have been doing.



Color the barn very red. (SR)
Color the hen brown and yellow.
Color the rooster yellow and red.
Color the duck orange and brown.
Color the turkey black and red.

Incidental reading: Dismissal. To praise careful work. Write:

We have a very good barn.
—— can color a barn very well. [*a girl*]
—— can color a barn very well. [*a boy*]

24th DAY (tree)

For **Project, Word Study,** and **Group Work,** see pages 97, 95, and 96.

Incidental reading: Opening. *Objective:* to introduce *up* and *down* by means of a game.

Write: "Do what I do." Hold up your hands. [Children hold up hands.] Put your hands down. [Children put theirs down.] Then say: "Let us make a game of that. Here are two words that tell what we did:

up down

Act these out, as you write the words.

Then say: "Now, be little trees with your branches up straight and tall [arms stretched up]. Now winter snow has come, or winds blow, and your branches are down" [arms lowered].

New reading. *Objective:* to associate *bird* and *tree,* child and *tree.*

Draw a bird and a baby tree on the board [1] and below it write the following:

Tweet, tweet! Tweet, tweet! (SR and OR)
What a little tree this is!

Tweet, tweet!
Little tree, Little tree
A bird can play in you.
A bird can hop and hop and hop.
Tweet, tweet! Tweet, tweet!

[1] Let children draw around one of the big ones made by the class. It is good practice to draw around patterns on board as well as on paper.

Play, Little bird.
Tweet, tweet, little bird.

Draw a big tree to represent the baby tree grown up, and below it write:

What a big tree this is!
Big tree, big tree.
Girls and boys can play in you.
What can boys and girls do in a tree?

Place on the desk the best examples of children's work for a little tree and a big tree. After you have talked over the unit and played a find or number game to fix it, let the children take turns coming up front and reading in relay what is said to each tree — nine children for the first and four for the second.

The use of the "three-decker" cards very quickly teaches the children to discriminate between the words *tree* and *trees:* (OR)

(*1*) We have 3 trees.[21]
What a big tree this is.[21]
This tree is [21] (green [5]).

(*2*) Do you have what we have? [20]
We have 3 trees.[21]
Do you have [20] (3 trees [21])?

(*3*) We have 3 trees.[21]
We have a barn.[20]
We have a turkey.[19]

(*4*) What a big tree this is.[21]
We have 3 trees.[21]
Do you have [20] (3 trees [21])?

(*5*) What a big tree this is! [21]
We have 3 trees.[21]
This tree is [21] (green [5]).

(*6*) We have a barn.[20]
We have 3 trees.[21]
This tree is [21] (orange [5]).

Review. *Objective:* to make a number jingle for *trees.*

Tell the children that you have a number jingle they will like. Then copy, the children reading as you write:

1 little (OR)
2 little
3 little trees
4 little
5 little
6 little trees
7 little
8 little
9 little trees
10 little trees have we.

Practice reading this until the children catch the swing. Take 10 stand-up trees; and, one by one, as a child reads, place the trees in a row

on the desk. Then have a girl place them while a boy reads — and vice versa. Sing this from 1 to 10; then backwards, from 10 to 1.

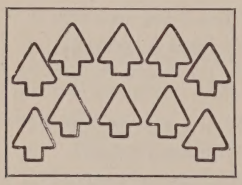
Ten children may stand before the class, each numbered; and each when his number is sung, raise his arms as branches.

The above skeleton may be used in another way by erasing the word *trees* and substituting the names of different animals.

Seat work. *Objective:* to apply numbers and colors in pairs.

Keep on the board the parody of "Ten Little Indians" applied to trees. Tell the children that they are going to make a "forest" of trees, but you will not tell how many. They must read to find how many to make and how to color them.

Talk about the vivid coloring of autumn foliage, and the dull brown of the trunk. Then write:



How to color this (SR)

Color 2 trees red and brown.
Color 3 trees orange and brown.
Color 5 trees green and brown.

This is a test in number as well as of color.

Those who finish first may make another forest of trees on the back of their papers.

Incidental reading: Dismissal. *Objective:* to have children impersonate the trees they have colored by rows: — row 1, green; row 2, red; row 3, orange, etc.

Write on the board:

You may play trees. (OR and SR)
A boy may play Big tree.
A girl may play Little tree.

Big green trees, you may walk. [Boys, row 1, do]
Big red trees, you may hop. [Boys, row 2, do]
Big orange trees, you may run. [Boys, row 3, do]

Little green trees, you may walk. [Girls, row 1, do]
Little red trees, you may hop. [Girls, row 2, do]
Little orange trees, you may run. [Girls, row 3, do]

You can make up a fairy story about this and have the trees play with the fairies.

25th DAY (sun)

For **Project, Word Study,** and **Group Work,** see pages 98, 95, and 96.

Incidental reading: Opening. *Objective:* to emphasize sunrise.

Draw a full sun on the board, color it, and then write:

Good morning, girls and boys. (OR)
The big sun is up.

If, each day, you have had the sun rising higher until to-day it is fully above the horizon, the children will be more ready to appreciate this work.

New reading. *Objectives:* (*a*) to bring out description and work of sun; and (*b*) to teach *shine.*

All this week you have been drawing the rising sun on the board. To-day have it out in full with the yellow rays radiating from it. Then begin by asking what the Sun would say, if it could talk to the class. It wants them to guess what it is. Note how this can be made to correlate with nature study.

1. What am I? (SR)
2. I am very big. [Stress size and distance.]
3. I am yellow. [How know that?]
4. I am round. [How know that?]
5. I shine on the trees. [What the woods look like]
6. I shine on the barn.
7. I shine on you. [Why like sunshine?]
8. I am the sun.

Play a number or find game. (OR)

Write directions beside the unit:

A big girl may say this. (SR)
A big boy may say this.

A little girl may say this.
A little boy may say this.

As you put these directions down, one at a time, a volunteer will read the unit. (OR)

(*1*) I am the sun.[22]
I shine on the trees.[22]
I shine [22] (on you [22]).

(*2*) The boys said [4]
I shine on the trees.[22]
I shine [22] (on you [22]).

(*3*) I shine on the trees.[22]
I am the sun.[22]
The sun is [22] (yellow [1]).

(*4*) The girls said [4]
I shine on the trees.[22]
I shine [22] (on you [22]).

(*5*) What am I? [7]
I can play with you.[8]
I shine [22] (on you [22]).

(*6*) I shine on the trees.[22]
I can find you.[9]
Who am I? [11]

Review. Make up units to bring out *shine* and *trees.* Let the children draw on board and illustrate these: (OR)

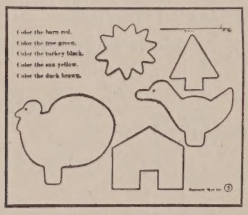
1. I am the big, round, yellow sun.
2. I shine on the little boy and girl.
3. I shine on the cow and the sheep.
4. I shine on the hen and the rooster.
5. I shine on the big dog and the cat.
6. I shine on the big green trees.
7. I shine and shine and shine.

1. This is the big tree.
2. The tree is green.
3. The sun can play with the tree.
4. The birds can play in the trees.
5. The birds can say Tweet, tweet.

Big tree, big tree!
I play in you.
Tweet, tweet.

Seat work. *Objective:* to test basal words.

Diagnostic test No. 5, or patterns of sun, barn, duck, turkey, and tree which you draw on sheet of paper, or hectograph enough for the class. Color according to directions:



Who can do this? (SR)

Color the barn red.
Color the tree green.
Color the turkey black.
Color the sun yellow.
Color the duck brown.

Be sure the children's names are on their papers when you collect them. Later sort the papers into two groups, right and wrong, and check the figures that are colored wrong.

Incidental reading: Dismissal. *Objective:* to emphasize the sunset. Write, and draw to illustrate:

Good-by. (SR)
The sun is down.
A boy may walk.
A girl may run.
Boys, you may walk.
Girls, you may run.

WORD STUDY

21st day. *Objective:* to teach *b* as initial sound. Key word, *boy.*

Review *b* words in your reading vocabulary — *boy, big, barn, bird, Baa.* Practice saying:

bag, beg, big, bog, bug

Play the Vocabulary Guessing Game. (See page 21.)

Available words: Back, bad, bag, bake, ball, band, bank, bark, beach, bear, bed, bee, bell, Ben, big, bite, book, bottle, bounce, box, boy, buffalo, bug, burn.

22d day. *Objective:* to begin transition from ear training to eye training (associating sounds with symbols); with material made familiar to the ear by jingles; and with a stock of words secured to the child's ear through Vocabulary Games.

Review *ab* and *ap* combinations in the "Cub" and "Pup" jingles. (Pages 77 and 59.) The sounds of *b* and *p* are often confused.

You will now have your first blackboard work with sounds. Copy the first line of the *ap* jingle on the board:

Ap, ep, ip, op, up
Oh, see the little white pup!

Pronounce the five sounds very distinctly, exaggerating the *p* sound. If there is any slowness in getting the sounds, write *p* in front of each combination, thus making a complete word; as,

pap pep pip pop pup

After the children have pronounced these words several times, write them in a vertical column, hold a blank strip of cardboard vertically to cover the *p*, and pronounce the original combinations. If they do this satisfactorily, skip around in pronouncing the words.

Number them and play a number game.

Then put the first line of the *ab* ("Cub") jingle on the board vertically beside it. Pronounce it with distinctness and repeat the procedure above.

(1)	*(1a)*	*(2)*	*(2a)*
ap	pap	ab	bab
ep	pep	eb	beb
ip	pip	ib	bib
op	pop	ob	bob
up	pup	ub	bub
p . . . *Engine sound*		b . . . *Bottle sound*	

After starting phonetics, spend the remainder of the week on jingles and short vowel sounds.

Note. See page 101 for phonetic Summaries.

23d day. *Objective:* (*a*) to review *ap* and *ab* sounds on board; (*b*) to teach *at* and *ad* sounds on board. See procedure above.

24th day. *Objectives:* *Am* and *An* combinations in "Drum" and "Fun" jingles.

(*a*) Same procedure as above. Cover vertically with cardboard over initial and final letters, eventually sounding short vowels.

25th day. *Objective:* to present the *ag* and *ax* combinations in the "Bug" and "Goat" jingles.

GROUP WORK

21st day. *Objective:* to test vocabulary.

Whole class. Talk over diagnostic test No. 4 so that children see which papers are good and which poor. Put those who passed test through flash drill with cards of preceding week (always facing class, so that the other children can profit from the exercise). Good group go to project.

Medium and poor. Review all short vowel jingles. Play Rhyming Games with the combinations. Medium group go to Puzzle Games.

Poor group. Work on "three-decker" cards Nos. 13–18, matching and building.

22d day. *Whole class.* Rhyming Games with *ab* and *ap* combinations in "Cub" and "Pup" jingles. Gray Squirrels go to making numbers with corn, beans, etc.

Medium and poor. Flash drills with cards. Medium group go to project.

Poor group. Puzzle Games under your supervision.

23d day. *Whole class.* Rapid building of paragraphs with "three-decker" cards. Gray Squirrels go to games.

Medium and poor. Vocabulary Games with initial *d* and *t*. Medium group build "stories" with "three-decker" cards.

Poor group. Letter Game with cards.

24th day. *Whole class.* Review Vocabulary Guessing Games with initial sounds *m* and *n*. Gray Squirrels go to project.

Medium and poor. Build stories with "three-decker" cards. Medium group go to Puzzle Games.

Poor group. Flash word drills.

25th day. *Objective:* to have a match.

Whole class. Write on the board: "Who can do this?" Then flash (*a*) phrase cards and (*b*) word cards, with the class standing up on opposite sides of the room. Gray Squirrels against Bunny Rabbits. If a child fails, he sits down. This gives a good chance to see how much the latter have improved. Gray Squirrels (except those who failed) go to project.

Medium and poor. Read "three-decker" stories with cards Nos. 18–22. Medium group make numbers with corn, stones, beans.

Poor group. Puzzle Games under your supervision. With this poor group have a final drill on animal names.

OPTIONAL AND SUPPLEMENTARY PROJECTS

21st day. *Objective:* to make a stand-up duck from pattern.

Talk about other barnyard fowls. When the word *duck* is given, write *duck* on board or use "three-decker" cards No. 18, — "We have a duck."

Talk about colors of ducks, various characteristics, value, etc. Make duck pond on sand-table.

22d day. *Objective:* to make a stand-up turkey.

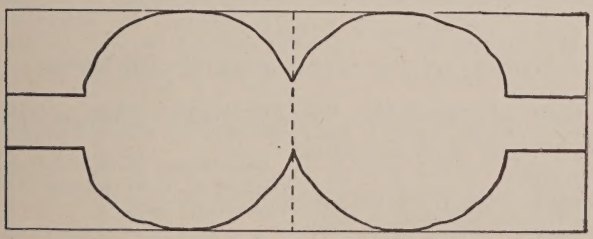
Talk about turkey, — appearance, and uses. Write *turkey* on board. Use "three-decker" cards No. 19.

23d day. *Objective:* to make a barn.

Talk about different ways to make a barn; as, folding a barn out of paper. Use "three-decker" cards No. 20 for the word *barn*, or write *barn* on board. Collect pictures of good barn scenes. Some classes have made splendid wooden barns out of boxes with stalls, etc., wooden animals, dried grass for hay, etc. Lightning rods may be attached.

24th day. *Objective:* to make a story of a tree.

From the pattern of the ball make stand-up maple trees, adding the trunks:



The best trees will be used for the real barnyard. Have several children make a big tree ten or twelve inches high out of drawing paper or oak tag.

Tell how a tiny seed from a big tree fell to the ground. When spring came it popped open, and out came a baby tree. [Draw a seedling on board.] The sun and the rain made it grow, so it grew and it grew, until it was a great tree. [Draw a big tree.]

Talk about various kinds of trees — fruit, shade, nuts; trees the children have at home. Let them pretend to be trees. You can say, "I will write your name on the board:"

tree

Oh, that pretend spirit! It glorifies work. How it crucifies our grown-up staidness and practicality! Enter Play Land and the Empire of Pretend with your children. Don't scorn the line — "A little child shall lead them" — just thank the eternal stars that you have in you the aptitude to play.

25th day. *Objective:* to visualize sun; to make a fence

Talk about the sun, its looks, its work — how it brings warmth and joy wherever it goes. Talk about where it rises and sets. Some children will suggest making a sun for the barnyard. Talk about how it could be made.

The barnyard project has been under way since the sixteenth day. The children have decided upon the kind of materials to have, whether sand-table, paper, or wood. They will have made their barn and probably for to-day will want to make a fence to go around the barnyard to keep the animals from running away.

By skillful questioning you can lead the project to progress as you want it to.

Commend individual children by writing on the board the names of boys and girls who do well.

Betty, you have a very good barn. (SR)
Tom, you have a good barn.

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry pictures.* Paton's You 're no Chicken (6980), trees (751), forests (9273, 2 cents), horses (888), cattle (502).

Conversation. Which fowls are best on a farm. Geese and guinea fowls. Pigeons. What you can do in a barn. Fun in a tree.

Story-telling. Things to do in a barn — hunting eggs, sliding down hay-mow, etc.

Dramatization and pantomime. Imitating ducks, turkeys, trees.

Language. What duck, turkey, tree, and sun are like.

Nature study. Various fowls, as duck and turkey; how they differ in general; their cries.

Incidental numbers. *1–10* in mixed combinations, and odd and even.

Collections. Kinds of leaves and bark; pictures of trees; pictures of ducks and turkeys; feathers.

Games. (*a*) *Insets.* — In a large piece of cardboard cut square, circle, triangle, oblong, ellipse, oval, diamond, rhombus, rhomboid, cross, etc. Child fits pieces in proper place and becomes acquainted with standard geometric forms. He can become acquainted with the square, circle, and cross by name.

(*b*) *Duck-pond Game*, p. 86.
(*c*) *Do-what-I-do Game*, p. 90.
(*d*) *Ten little trees*, p. 91.
(*e*) *Playing trees*, p. 90.

SONG GAMES, RHYMES, STORY-TELLING

Song games. (*a*) "The Wind Mill," Bentley's *Play Songs*, p. 5. Imitate ducks and geese.

(*b*) "The Squirrel." Poulsson's *Finger Plays*, p. 46.

(*c*) "Rock-a-by, Baby," *Mother Goose*. Imitate. See p. 429.

Rhymes and poems to read or recite to children: (*a*) "Whichever way the wind doth blow," *Mother Goose*. See p. 429.

(*b*) "The Little Plant," Kate L. Brown. See p. 440.

(*c*) "Come, Little Leaves." Cooper.

Story-telling. (*a*) "The Anxious Leaf." Beecher. See p. 446.

(*b*) "Kid Would Not Go." Hoxie's *Kindergarten Story Book*, p. 39.

THREE-DECKER MATCHING AND BUILDING CARDS FOR DRILL

Sentence recognition.[1] Flash drills to train children: (*a*) to take in the contents of a full line quickly; (*b*) to lengthen the perception span.

You can run.[2]	I can play with you.[8]	We have a duck.[18]
You can walk.[2]	I can find you.[7]	We have a turkey.[19]
		We have a barn.[20]
What am I? [7]	I can say Mew, mew.[10]	We have 3 trees.[21]
How do you do? [6]	I can say Bow, wow.[11]	
I am very well.[6]	I can say Tweet, tweet.[12]	The cow said Moo, moo.[13]
I am round.[7]		The sheep said Baa, baa.[14]
	This is the cow.[13]	The pig said Wee, wee.[15]
I am a little boy.[8]	This is the sheep.[14]	The hen said Cluck, cluck.[16]
I am a little girl.[9]	This is the pig.[15]	The rooster said Cock-a-do.[17]
I am the cat.[10]	This is the hen.[16]	The duck said Quack, quack.[18]
I am the dog.[11]	This is the rooster.[17]	The turkey said Gobble, gobble.[19]
I am a little bird.[12]		
I am the sun.[22]	What a big tree this is! [21]	Do you have what we have? [20]
	I shine on the trees.[22]	

Phrase recognition.[1] Flash drills to train quickness of perception.

I can walk.[8]	I am [7]	The cat said [10]	The cow is [13]
I can hop.[8]	I am very [6]	The dog said [11]	The sheep is [14]
I can run.[8]		The bird said [12]	The pig is [15]
I can say.[9]	How do you [6]	The cow said [13]	The hen is [16]
	Do you have [20]	The sheep said [14]	The rooster is [17]
You can [2]	I can shine [22]	The pig said [15]	The duck is [18]
Can you [2]		The hen said [16]	The turkey is [19]
	a little boy [8]	The rooster said [17]	
What am I? [7]	a little girl [9]	The duck said [18]	The tree is [21]
Who can find [17]		The turkey said [19]	The barn is [20]
Who am I? [11]	Cock-a-doodle-do [17]		The sun is [22]
Who can say [10]	Good morning.[3]	The girls said [3]	
A bird can hop.[12]	Good-by.[3]	The boys said [3]	

[1] Superior numbers indicate the set of "three-decker" cards in which the word or phrase is found.

Short phrase recognition [1]

to you [3]	What is [14]	3 trees [21]	Mew, mew [10]	the boy [8]	the hen [16]	a pig [15]
with you [8]	Who is [12]	1 tree [21]	Moo, moo [13]	the girl [9]	the cow [13]	a bird [12]
after you [11]	I am [7]	This is [13]	Baa, baa [14]	the cat [10]	the sheep [14]	a duck [13]
on you [22]	Am I [7]	We have [18]	Wee, wee [15]	the dog [11]	the pig [15]	a turkey [19]
		1 barn [20]	Bow, wow [11]			

Word recognition [1]

Action words, etc.			*Pronouns*	*Adjectives*		*Names*		*"Under-potent" words*	
run [2]	walk [2]	hop [2]	you [2]	A [7]	round [7]	morning [3]	Gobble [19]	and [7]	How [6]
can [2]	find [4]	shine [22]	I [6]	a [7]	yellow [1]	girls [4]	barn [20]	to [3]	very [6]
do [6]	Find [2]	Color [19]	what [7]	red [1]	blue [1]	boys [4]	boy [8]	after [11]	well [6]
am [6]	said [4]	say [9]	Who [10]	big [11]	orange [5]	Tweet [12]	girl [9]	in [20]	down [21]
is [13]	play [9]		This [13]	well [6]	black [5]	Cluck [16]	rooster [17]	on [22]	up [21]
may [14]	have [8]		We [18]	This [13]	green [5]	Cock-a-do [17]	sun [22]		
				Good [3]	brown [5]	Quack [18]			
				good [3]	little [3]				
				The [4]	the [4]				

SUMMARY OF PRE-PRIMER PERIOD

How children should have improved in reading:

1. In ability to grasp the thought of short sentences quickly.
2. In ability to find the new words in a sentence.
3. In ability to match words, phrases, or sentences.
4. In ability to play or act what they read.
5. In ability to read directions accurately and quickly.

The children have been checked up in diagnostic tests at every 5th lesson, thus giving the teacher an opportunity to see (*1*) which children have not mastered the basal words for the week, and (*2*) which words they do not know.

How project and seat work activities have aided the work in reading:

1. The children have made up words and tunes for four songs and have sung the songs to other classes, to the school, and at home.
2. They have made a barnyard with the animals and barn.
3. They have read their Animal Story Books aloud to another class or the school.
4. They are improving in technique of coloring and in following directions.
5. They are learning rhymes and realizing how fundamental reading is in their school day.

How games have aided word study. By means of jingles the children have been made familiar with short-vowel combinations through the ear alone:

[1] Superior numbers indicate the set of "three-decker" cards in which the word or phrase is found.

Rhyming Games

Jingle	*Page*	*Combination*	*Consonant*	*Jingle*	*Page*	*Combination*	*Consonant*
(Fu*n*)	20	an, en, in, on, un	*n*	(Pu*p*)	59	ap, ep, ip, op, up	*p*
(Nu*t*)	40	at, et, it, ot, ut	*t*	(Dru*m*)	77	am, em, im, om, um	*m*
(Mu*d*)	41	ad, ed, id, od, ud	*d*	(Cu*b*)	77	ab, eb, ib, ob, ub	*b*
(Bu*g*)	59	ag, eg, ig, og, ug	*g*	(Goat)	78	ax, ex, ix, ox, ux	–

The jingles give the short-vowel combination in an interesting setting, or story. Do not use the term "short vowels" in teaching the children. This is only a teacher's help.

All these combinations are presented again when eye training in phonetics begins in the sixth week.

Vocabulary Games

Initial consonants	*Key words*	*Page*	*Initial consonants*	*Key words*	*Page*
f	*F*ind	21	d	*d*id	59
r	*r*ed	21	p	*p*ig	60
n	*n*ot	40	s	*s*aid	76
t	*t*o	41	hard c	*c*an	77
m	*M*oo	42	b	*b*oy	94
h	*h*op	58			

All these initial sounds are presented again with this key word, when the phonetic training begins.

The following list gives a vocabulary of three-letter words that can be formed in the games with initial letters and short-vowel combination jingles:

Ben	can	Dan	fan	hen	man	Nan	pan	ran	sun	tan
bin	cat	den	fin	hat	men	Nat	pen	run	sat	ten
bun	cot	Don	fun	hit	mat	net	pin	rat	set	tin
bat	cut	dot	fat	hot	met	not	pat	rot	sit	tot
bet	cod	Dad	fit	hut	mad	nut	pet	rut	sad	Ted
bit	cud	did	fed	had	mud	Ned	pit	red	sod	tag
but	keg	dig	fig	hid	mug	nod	pot	rid	sap	tug
bad	cap	dug	fog	hod	map	nag	pad	rod	sip	tap
bed	cop	dip	fix	hog	mop	nap	pod	rag	sup	tip
bud	cup	dim	fox	hug	mob	nip	peg	rig	Sam	top
bag	cab	Dix		hip	Max	nab	pig	rug	sum	tam
beg	cob			hop	mix		pug	rap	sob	Tim
bug	cub			ham			pop	rip	six	Tom
bib				him			pup	ram		tub
bob				hum				rim		tax
box				hub				rib		
								rob		
								rub		

PRIMER PERIOD (15 weeks)

General Objectives [1]

Specific objectives are stated at the beginning of each week's work. Besides these, the following are important and should be kept in mind. They are not given here in order of importance:

1. *Using books right* — handling, care, clean hands, order of paging, turning pages, finding given pages quickly; consulting table of contents.
2. *Reading in proper position:* holding book; light over shoulder; book at right distance from the face.
3. *Getting sense of a phrase or line before reading it aloud,* thereby decreasing tendency to call words, and increasing the perception span.
4. *Forming the habit of running the eye across the page* in a series of lengthened eye sweeps.
5. *Forming the habit of getting the sense* of printed matter quickly, correctly and fully.
6. *Being able to re-tell* satisfactorily what has been read.
7. *Interpreting through dramatization* what has been read.
8. *Reading through an increasingly large number of lines* at one effort and grasping the chief ideas.
9. *Making children observant of the everyday helpfulness of reading,* leading them to read street signs, street-car advertisements, billboard signs; general community signs (as, "Railroad Crossing"), moving-picture titles before theaters; etc. Labeling.
10. *Associating pictures and text.*
11. *Gaining in power to sound new words* phonetically formed.
12. *Learning to photograph sight words* on the brain quickly and correctly and grasping words from the context more quickly.
13. *Gaining confidence in reading aloud* and quickness and accuracy in reading silently. (Test, Primer, page 116.)
14. *Getting a broader range of ideas* through story and poem.
15. *Gaining in ability to use facts* to answer thought questions based upon them.

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[1] Refer also to the Pre-Primer Objectives (page 1).

Materials

1. Patterns. (See page xlii.)

(*a*) Primer:

Betty	bed	rabbit	apple	plate	bank	board
Tom	pumpkin	Jumping Jack	meat	milk	fish	man
house	Teddy Bear	Jumping Jack	bread	quarter	candle	horse
table	Dolly Dot	cut up	butter	nickel	bird house	Wiggle-wag
chair	squirrel	potato	egg	penny	hammer	elephant
				dime	nail	goat

(*b*) Supplementary Mother Goose.

Miss Muffet
Little Bo-Peep
Humpty Dumpty
Jack and Jill
Little Boy Blue
Marjorie Daw
Old Mother Hubbard
Mother Goose
Little Jack Horner
The Old Woman in the Shoe

2. Diagnostic tests Nos. 6–20. (See page xliv.) Complete in Manual.

No. 6: *Sun.* Choice tests thinking.
No. 7: *mountain, river, sea.*
No. 8: *Betty, Tom, bed, chair, table, house.*
No. 9: folk tale names and numbers.
No. 10: *Gray Squirrels, Bunny Rabbits, squirrel, rabbit;* choosing an alternative.
No. 11: *Mouth, nose, eyes, ears, feet, hands, Jumping Jack, his.*
No. 12: *Meat, Potato, Butter, Bread, Apple, Milk, Egg.*
No. 13: *thing, money, ball, it,* combined with numbers.
No. 14: *three, fishes, chased, rain, away.*
No. 15: *barks, catches;* alternative.
No. 16: *pen, Piggy Wig, hammer, nail, board.*
No. 17: *built;* parody of "House that Jack built."
No. 18: *Bo-Peep, Miss Muffet, Jack and Jill, Little Boy Blue, Humpty Dumpty.*
No. 19: *Marjorie Daw, Old Mother Hubbard, Old Woman Who lived in a Shoe, Little Jack Horner, Mother Goose.*
No. 20: *Wiggle Wag, goat;* combined with numbers.

3. Word and phrase cards. See preliminary matter to each week.

4. Phonic cards. (See page xxvii.) See preliminary matter to each week.

5. Puzzle Games Nos. 11–40 for seat work. (See page xlvii.)

No. 11. Sentence-building with Pre-Primer words.
No. 12. Poem, Primer, page 10, cut up.
No. 13. *Little Boy Blue,* cut up.
No. 14. Poem, Primer, page 19, cut up.
No. 15. *Little Bo-Peep,* cut up.
No. 16. *Humpty Dumpty,* cut up.
No. 17. *Hey, diddle, diddle,* cut up.
No. 18. Phonetic elements for blending.
No. 19. *Jack and Jill.*
No. 20. *Jack, be nimble; Jack Sprat.*
No. 21. *Little Miss Muffet.*
No. 22. *Little Jack Horner.*
No. 23. *Old Mother Hubbard.*
No. 24. Riddle, riddle, rantum, Primer.
No. 25. *Simple Simon.*
No. 26. Phonetic elements for blending.
No. 27. *See-saw.*
No. 28. This is the hand, Primer.
No. 29. Phonetic elements for blending.
No. 30. *There was an old woman.*
No. 31. Poem, Primer; page 95, cut up.
No. 32. *Baa, baa, black sheep.*
No. 33. Phonetic elements for blending.
No. 34. *Five Little Pigs.*
No. 35. *Pussy cat, Pussy cat.*
No. 36. *Poor Cat Fright.*
No. 37. *Little Robin Redbreast.*
No. 38. Phonetic elements for blending.
No. 39. Numbers and number words.
No. 40. Alphabet, capitals and small letters.

Vocabulary

An average of two new sight words a day, the words ranking high in the Thorndike rating; 151 new sight words; 155 new phonetic words.

New words listed, by days, at the beginning of each week.

These words so reinforced that children learn them easily.

See page 294 for **Summaries.**

Note to Teacher

Keep to the schedule of lessons as much as possible.

Do not make the mistake of stopping and drilling on each day's content until every word is known. It is interesting repetition under varying circumstances that helps the child to get his words, not spending more time than is here specified in driving home the words.

Drill on the fundamental things and let unessentials go, depending on the momentum gained by the daily assignments to fix symbols.

For **Summaries,** see page 294.

Optional and Supplementary Work

Given for each week are the following which you should plan to use abundantly:

I. Projects, occupations, and free-time activities.
II. Correlation with other subjects.
III. Song games, poems, and story-telling.

NOTES

SIXTH WEEK

("Good morning story," Primer, pages 1–10)

Specific objectives. To teach:

1. Using markers in reading line by line, to get thought of entire line.
2. Coloring pairs of objects with a definite number of colors.
3. Eye training: (*a*) *at* and *ell;* (*b*) review of *s, t, b, f, w,* and *r* in print.
4. Dramatizing a story for another class.
5. Drilling on numbers from 11–15.
6. Reviewing all Pre-Primer number and word cards.

Materials.

1. Puzzle Game No. 11.[1] Sentence-building with Pre-Primer words.
2. Oak tag "stories" of the children's version of the Good morning story for the class library.
3. Diagnostic test No. 6: *sun.*[1] Choice tests thinking.
4. Word cards, oak tag, size 4″ × 7½″, the word in parentheses going on back: *Dear* (*dear*); *told* (*that*), *was* (*me*), *sea* (*wake*).[1]
5. Phonic cards,[1] oak tag, size 4″ × 7½″:

Front	*Back*	*Front*	*Back*	*Front*	*Back*	*Front*	*Back*
sun / s	S s	boy / b	B b	well / w	W w	cat / at	at
to / t	T t	Find / F	F f	red / r	R r	well / ell	ell

New words.

26th day (*Review*)	*27th day* (*Review*)	*28th day*			*29th day*	*30th day*
		told	11	14	Dear	*Wake
		that	12	15	me	
		*was	13		sea	

Phrases. To supply words in the blanks: The —— said to the —— ; The —— said —— ; The —— told the —— .

OPTIONAL AND SUPPLEMENTARY

I. Projects, occupations, and free-time activities. See page 119.

II. Correlation with other subjects. See page 121.

III. Supplementary song games, poems, and story-telling. See page 122.

[1] Furnished by the publishers in inexpensive form.

READING PERIODS

26th DAY (a blackboard story)

For **Project, Word Study,** and **Group Work,** see pages 119, 115, and 117.

Incidental reading: Opening. *Objective:* to review.

Draw on the board a sun rising above the horizon, with the rays spreading out. Then write:

The sun said, (OR)
"Good morning.
Good morning to you."

Practice how the sun would say "Good morning."

New reading. *Objectives:* (*a*) to build up the opening of the first Primer story on the blackboard; (*b*) to review the animals and their cries.

Begin by suggesting that you have a "Wake-up" Play. Ask, "How do you know when morning has come?" Get the children to suggest that the sun is to waken the world. Which animal wakes first? [rooster]. Then the sun must have told the rooster. What would the sun say? What would a rooster say?

While talking about this with the children, write on the board the opening lines of the story:

1. The sun said, (OR)
"Good morning.
Good morning to you."

2. The rooster said,
"Cock-a-do.
Cock-a-doodle-do."

Have several readings of this, by number game, or finding lines, or children acting out in pairs, until the children are familiar with the salutation and reply.

Now, instead of suggesting the various animals yourself you can adroitly let the children themselves suggest which animal in their barnyard is to be wakened next. It is a good plan to have the children place on the teacher's desk these characters from the barnyard as they are chosen. A child may suggest laying them flat to show that they are asleep. Therefore put the sun and rooster on the desk, the sun first. Suppose the children suggest the dog to be wakened by the rooster. Have them put the dog on the desk. Then write:

3. The rooster said to the dog, (OR)
"Cock-a-doodle-do.
Good morning to you."
4. "Bow, wow," said the dog.
"Good morning to you."

Thus in various orders the children may suggest cat, cow, sheep, pig, and hen as the other animals. By erasing the names of the animals and their cries in the above reading unit, you can substitute other names, and the children can read the story as it goes from animal to animal:

The ——— said to the ——— (SR)
"———.
Good morning to you."
"———," said the ———.
"Good morning to you."

For instance, the sun and animals could stand on the desk in this order:

Sun rooster dog cat cow pig sheep hen

For this lesson take only four of the animals. Let the children choose them and let them have the order they want.

Review. *Objective:* to re-read in relay.

Copy the seven conversations above in good script on squares of oak tag, to make interesting "story books" for the children to read. Seven children may come to the front of the room. They will decide which conversation opens the story and which closes it, then they can arrange themselves between the opening and closing conversations and read them in relay.

Urge them to put expression into what they say. Don't use the word "expression," however, but ask questions to bring out the feelings of joy and energy when the world is wakened. Then have them pretend that the animals don't want to be wakened, so they are cross at first when they speak the "Good morning." Another way is to say "Good morning" as if you were thinking, "Oh, you lazybones, are n't you awake yet!" Get humor into the story, if you can. This gives repetition under interesting circumstances. Children delight in living out various kinds of emotions through animal friends.

Seat work. *Objective:* To test child's ability to make a choice and stick to it. Use patterns and let each child color as he wishes.

Tell the children that you want them to choose one of the following scenes from the story for a picture. Have the children read aloud through the seven lines. Ask how many want 1, 2, etc. Let them put at the top of the paper the number they choose, to help you to check up on whether they actually do the scene selected.

Color with 3 colors. (SR)

1. sun and rooster
2. rooster and dog
3. dog and cat
4. cat and cow
5. cow and pig
6. pig and sheep
7. sheep and hen

Read this with them again. Visualize the scenes as part of a story, so that the children have some ideas to go on. Have the animals on the desk so that they can see them.

As an incentive for careful work tell them that the best picture for each scene will be chosen for the class "Animal Book." See that some one is working on each scene. That can be accomplished by making the children, themselves, see that their "book" would not be complete without a picture for each.

Incidental reading: Dismissal.[1] Draw the sun smiling as he goes below the horizon. Then write:

The sun said, (SR)
"Good-by."
Can you find the sun?

27th DAY (a blackboard story continued)

For **Project, Word Study,** and **Group Work,** see pages 120, 116, and 117.

Incidental reading: Opening. Ask, What wakes you in the morning? There will be a variety of replies; as, "Mother," etc. Finally when rooster is suggested, talk about how he might waken little boys and girls. Then write on the board:

[1] *Objectives* are omitted from now on, when the object of the lesson is self-evident.

The rooster said to the girls and boys, (OR)

"Cock-a-doodle-do.
Good morning to you."

Practice saying the rooster calls. Write on the board:

(*a*) Cock-a-do
Cock-a-doodle-do.

(*b*) Cock-a (OR)
Cock-a-do
Cock-a-doodle
Cock-a-doodle-do.

New reading. Build on the blackboard skeleton the second half of the story. (See page 107.)

Review. *Objective:* to read the "stories" (page 107) in relay, one child for each.

This is the equivalent of the first story in the Primer. Imitate the animal cries with zest.

Seat work. *Objective:* to choose a number and do what it says.

Each child selects another number, and without patterns, draws and colors his picture as he wants it.

1. sun and rooster (SR)
2. rooster and dog
3. dog and cat
4. cat and cow
5. cow and pig
6. pig and sheep
7. sheep and hen

The best illustration for each number will be chosen for the class book. This will give you an idea of the children's ability to do independent drawing, so that, later, some children may perhaps dispense with the patterns.

Incidental reading: Dismissal. Have a child come front and imitate each animal to say the sun is down. Write:

Who can say (SR)
the sun is down?
Who can play pig?
Who can play bird?
Who can play rooster?
Who can play turkey?

Wee, wee. The sun is down. (OR)
Tweet, tweet. The sun is down.
Cock-a-do. The sun is down.
Gobble, gobble. The sun is down.
Dear me! The sun is down.

28th DAY (a blackboard summary)

For **Project, Word Study,** and **Group Work,** see pages 120, 116, and 118.

Incidental reading: Opening. To present the word *told.* Say: "The sun is up." Then say: "Now the Chalk Fairy will tell you just what I did." Write:

I told you (OR)
that the sun is up.

New reading. *Objectives:* (*a*) to teach *told, that,* and *was;* (*b*) to review the story; and (*c*) to fix the cries of the animals.

Review the story with the children. As they tell what happened, put it on the board, sentence by sentence:

1. The sun told the rooster (SR)
that the sun was up.
2. The rooster told the dog
that the sun was up.
3. The dog told the cat.
4. The cat told the cow.
5. The cow told the pig.
6. The pig told the sheep.
7. The sheep told the hen.

Then ask what each animal said. The children may go back to the reading unit and pick out the animals in order. Suggest that they put what the animal said first:

8. "Cock-a-doodle-do," said the rooster.
9. "Bow, wow, wow," said the dog.
10. "Mew, mew, mew," said the cat.
11. "Moo, moo, moo," said the cow.
12. "Wee, wee, wee," said the pig.
13. "Baa, baa, baa," said the sheep.
14. "Cluck, cluck," said the hen.
15. "The sun is up."

Play a silent reading number game. You read a sentence aloud and have the children tell the number.

Review. Have eight children act the story after they are familiar with the reading. This should be practiced by different groups until each child has played a part.

The story begins by having all the animals and the sun sound asleep. Then the sun wakes up, stretches, yawns, and addresses the rooster, waking him up. Thus in turn each animal is wakened and goes to another

animal, with whom it has a conversation. As they are wakened up, the animals may line up in the front of the room in order. Encourage the children to tell how the story may be played.

In one rural school the little boy who impersonated the sun got down in the corner behind a bench and then gradually raised his head — more and more — until "the sun was up." His eyes danced nearly out of his head. Oh, the charming mysteriousness with which he "rose" and the jubilance with which he announced:

"The sun is up.
Wake up! Wake up!
The sun is up."

Choose eight children to play the story. Let them arrange the paper characters on the desk in the order they want, then stand up in front and play the waking dialogues.

Give the seven "stories" to seven other children, who will read them in relay to the class.

Ask what they might do if they learned to play the story well or to read it well in relay. Get them to suggest entertaining another class with it.

Seat work. *Objectives:* (*a*) to place two patterns in good position and (*b*) to crayon two different colors on each animal.

Announce that there is room in the "book" for other pictures, so they can all try again. Take a few minutes to hold up the pictures done the day before and have the children criticize them. Emphasize good placing of the patterns and careful coloring.

Then have each child select a different scene from the following, every scene being taken by some one:

Have 4 colors. (SR)

1. sun and rooster
2. rooster and dog
3. dog and cat
4. cat and cow
5. cow and pig
6. pig and sheep
7. sheep and hen

The children who finish first should go to the Puzzle Games.

Incidental reading: Dismissal. (Same procedure as in the morning.) Say: "The sun is down," and write:

I told you (SR)
that the sun is down.

29th DAY

(First reading in the Primer, pages 1–9)

For **Project, Word Study,** and **Group Work** see pages 120, 116, and 118.

Incidental reading: Opening. Make up a Sunrise Song. Have a child draw and color the sun rising on the board. Make up a song for it.

Little boy, (OR)
The sun is up, up, up.
Little girl,
The sun is up, up, up.

New reading. *Objective:* to give the children the actual Primers in their hands for the first time.

The better teachers make a point of talking about the Primer, when it is first put into the hands of the children. They frequently begin with the cover, then go to the front lining page, the title page, etc., thus commenting on these various parts and leading to the frontispiece.

Children always want to look at the pictures first.

Ask them why the first big picture (the frontispiece) has such black ground. Bring out night in its various phases: sleeping animals; eyes shut; blackness and gray shadows; moon in the sky. It will not be long until the sun is discovered and the rooster friend whom he has just wakened. Find the place on the branch where the rooster had been asleep.

Lead them to judge what the pages are about from the illustrations.

From this conversation about the pictures gradually lead to a reading of the pages. Once they become accustomed to book type, they will be able to read from page 1 down to 7. Children usually have no difficulty in making the transition from script to print.

Have ready for each child a marker (size $5'' \times 3''$), which he can lay across the page and move down, exposing only one new line of printed matter at a time. This may be his name card.

Hold out as a reward the reading aloud of the book story. See which bright children can do it first, a different child for each page. Then let eight children stand up and try reading it in relay.

Make up a story to present "Dear me!" Pretend that a Mother is talking. Get in the phrase "Dear me." [She did n't know about something.] "Dear me! I did n't know that!"

Then say you heard the hen say something else. You will write it down.

"Dear me! Dear me!" said the hen. (OR)
"The sun is up."

Review. *Objectives:* (*a*) to review the story in type, and (*b*) to visualize it in play.

Read in the Primer from page 1 to 9, locating the pages by number. Call for volunteers for each page. Finally have several children read through the story again and imitate the animal cries. Play the story.

Seat work. *Objective:* to get the right number of colors on the right animals.

Each child will select one of the following to do, putting the number at the top of his sheet. He colors to suit himself, using patterns.

Have 4 colors.

1. Color the hen and the rooster. (SR)
2. Color the dog and the cat.
3. Color the cow and the sheep.
4. Color the sun and the pig.

Incidental reading: Dismissal. Play the Go-to-sleep Game. When "The sun is down" is written, the children will go to sleep.

Dear me! Dear me! (SR)
The sun is up, up, up.
The sun can shine on the tree.
The sun can shine on the sea. (Rhymes with *tree*)
The sun can shine on you.
Dear me! The sun is down.

30th DAY (Primer, page 10)

For **Project, Word Study,** and **Group Work,** see pages 121, 116, and 118.

Incidental reading: Opening. Play the Go-to-sleep Game. The children lay heads on desks and go to sleep. When you sing "Wake-up," in the song on page 10 of the Primer, they raise their heads.

Have the Chalk tell them to wake up. [Write *Wake up* on the board.] Then they go to sleep again, and a child reads what you have written on the board. The children wake up.

Dear me! (OR)
The sun is up.
Wake up.

New reading. *Objective:* to read, sing, play the Wake-up Song, p. 10.

The children name the other children and talk about all the other things they see in the pictures. Then they find the lines that suit each child.

Make a rote song of this poem. Emphasize the rhythm.

Play the Wake-up Game. A child comes to the front of the room, while the rest of the class lay heads on desks. This child reads the poem aloud. When the others hear "Wake up," they sit up and open their eyes. Different children try reading, two at a time, one for each stanza. The rest of the class listen and act. See who can put most life into the "Wake up."

Make up "three-decker" stories:

(*1*) What am I? [7]
I can find you.[9]
I am [7] (the dog [11]).

(*2*) What am I? [7]
I can say Tweet, tweet.[12]
Who can find [17] (me [29]).

(*3*) The girls said [4]
Do you have what we have? [20]
We have [18] (3 trees [21]).

(*4*) The rooster said Cock-a-do.[17]
The turkey said Gobble, gobble.[12]
The hen said [16] (cluck, cluck [16]).

Review. *Objective:* to have a Story Party and play the Wake-up story, (pages 1–9) for another class.

This is preceded by a reading of the story by seven children in relay from the class "Animal Book." In the meantime tags for the characters and the souvenirs for the visitors have been completed. See page 121.

On the board write the following program, — the italicized directions not to be written there.

A Good morning Play (SR)

1. What the play is.

[*"Stories" read by seven children, each child having a sheet.*] (OR)

2. How we play Good morning

[*Played by a selected group of eight — four Bunny Rabbits and four Gray Squirrels.*]

3. How we say Wake up

[*Poem on page 10 read by a child.*] (OR)

The visitors from another class should sit in the front as audience, supplemented by the rest of the class. Sixteen children are participants. The rest should hand out the souvenirs or be given some little thing to do. Let the children decide what.

Seat work. *Objective:* to find out who do just what the directions say.

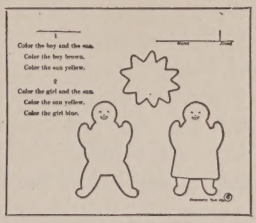
Diagnostic test No. 6. If a printed test is not used, draw a boy, a girl, and a sun from patterns. Explain to the children that they are to color only two of them according to the number they choose, either 1 or 2. Each child should write his number on his paper.

Tell the children again to do exactly what their number says and no more.

(SR)

1. Color the boy and the sun.
   Color the boy brown.
   Color the sun yellow.

2. Color the girl and the sun.
   Color the sun yellow.
   Color the girl blue.



Check up three things on these papers: (*a*) selection of the two objects specified for each number; (*b*) use of the right colors for that number; and (*c*) careful crayoning.

Incidental reading: Dismissal. Play the Stand-and-sit Game with *up* and *down*. Write:

A boy may say *up* and *down*. (SR)
[A boy comes forward and leads the game.]

A girl may play *up* and *down*.
[Same as above.]

A girl may say *up* and *down*.
A boy may play *up* and *down*.

WORD STUDY

Note. All the ear training of the first five weeks is repeated in the sixth to the tenth weeks as phonetics, or eye training.

Add new words that are built according to rules the children have to the pack of cards. Let the children discover them, calling card "Visiting Lady" or some term like that. Thus the children are familiarized with many words before the actual time of using.

26th day. *Objective:* to teach (*a*) initial *s*, (*b*) *at*, in print.

We now review through the eye what has been done through the ear in the Pre-Primer work.

(*a*) The initial *s* (hiss). Key word, *sun*. Write a big *S* on the board. Sometimes it hisses like a snake or a goose; as, in *say, said, sun*. Prolong the *s* sound.

(*b*) The phonogram *at* in print. Write the word *cat* on the board. Pronounce *cat*. Cover *c* and pronounce *at*. Put *s* in front and pronounce *sat*.

at — key word, *cat*

27th day. *Objectives:* (*a*) to review initial consonant *t* in print; (*b*) to teach *ell.*

(*a*) Review *to, tell, told,* and *turkey.* Emphasize the *t* sound. Key word, *to.*

(*b*) Teach the phonogram *ell.* Key word, *well.* Write *well* on the board, etc See page 115 for the procedure of building up other words.

Write the word *to;* cover *o,* add *ell;* and build *tell.* Build *sell* from *s* and *ell.* Add *tell* to the flash cards.

28th day. *Objective:* to teach initial *b* and *f* in print.

(*a*) Review all the *b* words — *Baa, barn, big, bird, boy, Bow, wow* with flash cards or on the board. Emphasize the sound of *b.* Key word, *boy.* Blend *b* with *at* and *ell.*

Device for capitals. Tell the children that letters have their everyday clothes and their Sunday clothes. Capitals are their "Sunday Clothes." A device is to say that small *b* lost part of the big *B* — "lost its hat." Print on the board the part of the capital letter that forms small *b* with a different color of chalk; as

(*b*) Initial *f.* Key word, *find.* Emphasize the *f* sound. Blend *f* with *at;* with *ell.*

fat	fell
bat	bell

29th day. *Objective:* to teach *w* and *r.*

(*a*) Teach the initial consonant *w.* Key word, *well.* Emphasize the *w* sound, made by moving the lips. Review *wake, walk, was, we, well, with.*

(*b*) Teach the initial consonant *r* in print. Key word, *red.*

Write *red, rooster, round,* and *run* on the board, underlining the *r* with red chalk. Pronounce them. Build *rat.*

30th day. *Objective:* (*a*) to review the "Nut Jingle," *at, et, it, ot, ut;* (*b*) to play a phonic game.

(*a*) Represent the five sounds — *at, et, it, ot, ut* — as five rungs of a ladder. Blend with *s, t, b, f, w,* and *r* in tabulation form on the board and play the Find Game. Describe in sentences first and let children guess the words orally; then find in print.

	s	*t*	*b*	*f*	*w*	*r*
at	sat	tat	bat	fat	—	rat
et	set	—	bet	—	wet	—
it	sit	tit	bit	fit	wit	—
ot	—	tot	—	—	—	rot
ut	—	tut	but	—	—	rut

(*b*) Play the Tit-tat-toe Game with *bat, bit,* and *but.* There are sixteen variations possible in ways to read the words.

(*a*)

bat	bat	bat
bit	bit	bit
but	but	but

(*b*)

bat	but	bit
bit	bat	but
but	bit	bat

Put (*a*) on the board with large letters. Read first across each row; then down; then up; then diagonally. Do the same with (*b*).

GROUP WORK

26th day. *Objectives:* (*a*) to test prospective "Gray Squirrels"; (*b*) to give drill as needed.

Whole class. Those who had diagnostic test No. 5 right move to one side of the room as prospective Gray Squirrels. Then, with flash cards facing the Bunny Rabbits (those who are left), have each Gray Squirrel[1] say the words for last week not used in test. Three Bunny Rabbits may sit in the first seats as a committee to say when a child reads wrongly. As the different Gray Squirrels demonstrate that they know the words, write their names on the board. They will go at once to puzzle games and project.

Medium and poor. Review short vowel jingles. Medium group build with "three-decker" cards. They work in pairs and read each other's "stories."

Poor group. Review any phases of Pre-Primer work that these individuals need.

27th day. *Objective:* to give drill where most needed.

Whole class. Word match — Gray Squirrels against Bunny Rabbits. Gray Squirrels then apply themselves to puzzle games.

Medium and poor. The slow Bunny Rabbits play number and find games with troublesome words.

In every possible way seek to increase the associations the child has for the words. Since words are more easily remembered in context, you can build up the "three-decker" paragraphs on the blackboard ledge for them to read. Medium group go to project.

Poor group. The *tit, tat, toe* device may be used with other short vowel combinations and with consonants. See above.

[1] In a small class all the children may be put through the word drill, if you like. It often serves as an additional incentive.

28th day. *Whole class.* Rhyming games with phonograms *at* and *ell;* number drills from 11–15. Gray Squirrels go to project.

Medium and poor. Build "three-decker" stories. Medium group go to puzzle games.

Poor group. Flash word and phonic drills.

29th day. *Whole class.* Play the game of Language Forfeits.

Distribute word cards to each row, one for each child. Then have a Gray Squirrel sit in front of the class with eyes closed. He is to guess the words. Should he guess right, the other child takes his place and closes his eyes.

The game is played this way: A row rises and walks to the front, each child with a card. The first child steps back of the "guesser," holds his card over his head, facing the class so that they can see it, and asks:

Heavy, heavy, heavy!
What *word* hangs over?

The child with his eyes shut makes a guess; as, "Is it *run?*"

"No, it is not *run,*" says the class. "It is *red.*"

He passes to the side and waits, while the next child goes through the same performance with his card.

The main object in this game is to have all the class see the cards held up, and reply given in good sentence form.

Gray Squirrels go to project.

Medium and poor. Build "stories" with "three-decker" cards. Medium group go to puzzle games.

Poor group. Review of Pre-Primer work that needs final strengthening.

30th day. *Whole class.* Forfeits Language Game. This time have a Bunny Rabbit sit in the front of the room. Gray Squirrels go to project.

Medium and poor. Practice reading the "Animal Book." Medium group go to puzzle games.

Poor group. Flash drills and other individual help.

A SURVEY OF THE SIXTH WEEK

1. The seat work for this week gives you an opportunity to find which children have ability in picturing their ideas. This should be encouraged in their project work. *To minimize distraction from the reading of directions,* however, it is better to use patterns, when they draw in the silent reading seat work period.

Diagnostic test No. 6 shows you which children follow directions accurately, — that is, do exactly what they read silently, no more and no less.

2. In taking up eye training (phonetics), you begin to see which children are "eye-minded" and which are "ear-minded." Some children easily recognize the elements in words. Others find it hard.

Revert constantly to the short vowel jingles. Often place them somewhere on the board in colored chalk or draw graphic pictures to impress them. Combine language work with the vocabulary training. Use the words in context, making up sentences for them.

3. This week's work and the next are a continuation of the Pre-Primer material applied to the Primer. It really serves as an introduction to book reading and a "clinching" of Pre-Primer vocabulary and ideas. The barnyard project reaches its close at the end of next week.

If the work of the 6th and 7th weeks, with its decrease in new words and opportunity for review, is followed carefully, you will find that the children are really ready to move a step forward in reading when they take up the House Project, in Primer, page 20. This is where the actual Primer begins.

OPTIONAL AND SUPPLEMENTARY PROJECTS

26th day. *Objective:* to make an "Animal Book."

Tell the children that they should watch what the Chalk Fairy says. Then, without saying a single word, write:

Have you a dog? (SR)
Have you a pig?
Have you a rooster?
Have you a duck?

The children get these patterns, or stand-up animals, out. Erase these animal names and insert *cow, sheep, hen, turkey;* and the children get these.

Each child should keep his own set of stand-up animals in an envelope, or box.

Then ask whether they can arrange them in order, according to the cries you put on the board:

1. Moo, moo
2. Gobble, gobble
3. Wee, wee
4. Cluck, cluck
5. Quack, quack (SR)
6. Cock-a-doodle-do
7. Baa, baa
8. Bow, wow

What is the dog doing? Possibly driving them to pasture or to water. Let the children make suggestions.

The projects for this week are reading and playing the story for another class, and learning the Wake-up Song to say to Mother.

The making of a barnyard with its animals should have progressed from day to day, the children taking delight in placing the colored animals in various places in the barnyard. Some child may suggest making a watering trough.

Having assembled the children's attempts at making animals, the wise teacher will bring out diagnostic test No. 5 for them to talk about. She can hold up the five consecutive papers of different pupils to show how they have improved. (These five tests should be pinned together for each child and preserved. They will give you a chance to diagnose weaknesses.)

Let the children tell you how to make a "book" of the animal "stories." The oak tag stories of last week with the two best pictures to illustrate each page pasted on it may be fastened together as a book by the teacher and a committee of children. The book should then have the place of honor on the library table or the desk. If you tie the cards together, tie the sheets loosely like a loose-leaf note book.

27th day. *Objective:* to make original pictures for a sunrise story, with the sun and two animals. Let the children draw and color to suit themselves.

The children may continue working at their barnyard, making chicken coops or nests of eggs.

28th day. *Objective:* to make a stage background in miniature to stand on the desk.

The first animal story of the Primer has in it the following characters, which the children already have:

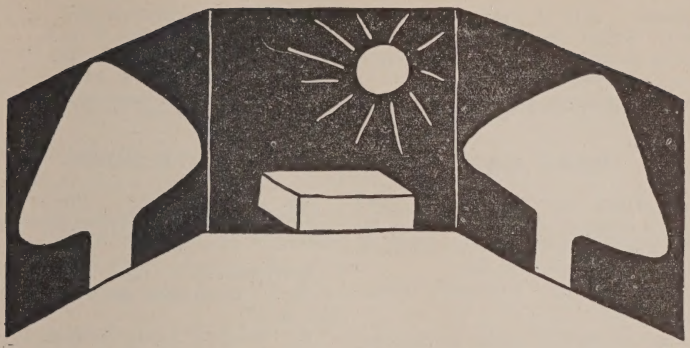
Sun	dog	cow	sheep
rooster	cat	pig	hen

From oak tag, or the heavy manilla sheet returned from the laundry, or even the blotter in shredded wheat boxes, children can draw trees, watering trough, and sun,[1] and color them for an outdoors background.

This background can be creased twice to make it stand.

29th day. *Objective:* to make pictures of the animal characters to be used in the play instead of costumes.

[1] If it happens to be a rainy day, bring out the idea that the sun is shining *somewhere* — it is up and about its business even if you do not see it.



Have the children bring pasteboard and string from home. They can cut the pasteboard a good size to hang around their necks with string. On the cardboard they may draw from a pattern a picture of the animal or sun they represent, and color it. You should see that all the characters are represented. The best will be used in the play given to another class.

The sun could make a halo for himself — simply a large sun with the middle cut out so that a child's face can go through.

30th day. *Objective:* to make a souvenir for each visitor from the other class.

On shredded wheat blotters or other waste paper cut as cards let the children draw several animals and color them as they wish, putting a border around the card.

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry Pictures:* gray squirrel (9191); bunny rabbit (9174).

Conversation. Experiences on farm or with animals. Early morning on farm.

Story-telling. What you could do at a farm.

Dramatization and pantomime. Imitating cries and actions of animals.

Language. What I like best to do on a farm. What a country boy or girl likes to do in town.

Nature study. Farm animals in natural environment, in order to familiarize city child with domestic animals in country. Visit to stock yards.

Incidental numbers. *11* to *15* in blackboard drills and games; *1* to *10* recognized in paging of Primer.

Children's collections. (*a*) Individual patterns should be kept carefully in box or envelope.

(*b*) String, pasteboard, etc., for use as stage properties.

Note. Have in reserve patterns from which children can get substitutes if they lose or spoil theirs, but discourage tendency to lose or spoil patterns. Teach care of individual possessions.

Games. (*a*) *A matching game.* Teacher writes names of Pre-Primer patterns on slips of paper, kept in envelope and children play game on desks by laying right name on pattern.

(*b*) *Tit-tat-toe Game*, p. 117.
(*c*) *Language Forfeits*, p. 118.
(*d*) *Go-to-sleep Game*, p. 113.
(*e*) *Wake-up-Game*, p. 114.
(*f*) *Stand-and-sit Game*, p. 115.

SONG GAMES, POEMS, STORY-TELLING

Song games. (*a*) "Greetings to Sun," Gaynor's *Songs of Child's World*, p. 60.
(*b*) "The Squirrel." Smith's *Songs for Little Children*, part 2, p. 60.
(*c*) "The Mice," Poulsson's *Finger Plays*, p. 42.

Poems to read or recite to children: (*a*) "Higglety Pigglety," *Mother Goose.* See p. 429.
(*b*) "Come to the window." *Mother Goose.* See p. 429.
(*c*) "Bed in Summer." Stevenson. See p. 436.
(*d*) "Good Night." Victor Hugo. (In talking about the frontispiece of the Primer.) See p. 440.

Story-telling. (*a*) "A Barnyard Talk." Poulsson's *In Child's World.* See p. 447.
(*b*) "Story of Little Tavwots." Bryant's *How to Tell Stories to Children*, p. 138.

How to handle books. Talk about clean hands and care in turning pages. Talk about keeping pictures clean.

NOTES

SEVENTH WEEK

("Who can wake the little boy," Primer, pages 11–19)

Specific objectives. To teach:

1. Building a blackboard story on a framework.
2. Comprehending several lines of familiar material.
3. Eye training: (*a*) *m, th,* hard *c, g, sh, h;* (*b*) phonograms *en* and *un.*
4. Associating numbers with words.
5. Counting from 16 to 20.

Materials.

1. Puzzle Games Nos. 12 and 13.

   No. 12. Poem, Primer, p. 10, cut up and fitted together to match model.
   No. 13. "Little Boy Blue Jingle," cut up, to be put together.

2. Diagnostic test No. 7: *mountain, river, sea.*
3. Word cards: think (come), did (not), Then (then), Mr. Sun (fun), mountain (river).
4. Phonic cards:

Front	*Back*	*Front*	*Back*	*Front*	*Back*	*Front*	*Back*
Moo M	M m	cat c	C c	sheep sh	Sh sh	hen en	en
this th	Th th	girl g	G g	hop h	H h	sun un	un

New words.

31st day	*32d day*	*33d day*	*34th day*	*35th day*
think	(*Review*)	Then	(*Review*)	Mr.
But		come		river
did				mountain
not				fun

Phrases. *For drill:*

I think I can; come and play; big round sun; did not wake up.

For supplying word in blank:

The —— did not; said the ——.

OPTIONAL AND SUPPLEMENTARY

I. Projects, occupations, and free-time activities. See page 137.
II. Correlation with other subjects. See page 138.
III. Supplementary song games, poems, and story-telling. See page 139.

READING PERIODS

Note. (*1*) *Pictures.* Page 11, a contrast to page 18; animal cries reviewed in connection with pictures; pictures show animals in action; page 16 is an *ensemble* picture of animals.

(*2*) *Text.* The space setting off new phrases when first used (see last line, page 12) makes it easy for the child to get the thought of such a phrase more quickly and to match in his eye that new phrase when it is used again as part of a longer sentence (last line, page 13). Very short sentences on pages 15 and 17 are used to give final impression to a certain phrase. Page 17 is the review page in which all the animals are assembled with their cries and the new phrase *did not.* Page 18 is climax and conclusion.

31st DAY

("Who can wake the little boy," Primer, pages 11–13)

For **Project, Word Study,** and **Group Work,** see pp. 137, 133, 135.

Incidental reading: Opening. Appoint a child to play rooster. Tell him to crow when you write something that the rooster tells them to do. The children lay their heads on their desks and go to sleep. You write on the board:

(OR)

Cock-a-do.
Cock-a-doodle-do.
Wake up, wake up.
Good morning to you.
Cock-a-do!

You tell the rooster to crow, and he wakes the class. Then the rooster reads for the class what you have written on the board.

New reading. Pages 11–13. *Objective:* to compose a blackboard story.

Three animals are going to answer when the sun asks who can wake the little boy. Let the children decide which three animals might try to wake him first. What would the sun say to the animals in the barnyard, if it wanted to send some one to wake the little boy? What was the reason for waking the little boy?

The children themselves may contribute enough to lead you to write on the board:

The sun said,
"Who can wake the little boy?
The sun is up."

(OR)

Suppose the children have decided that the cow, sheep, and cat tried first. How would each animal speak when it answers the sun? Ask what we say when we think we can but are not exactly sure. [*I think I can.*] Then write:

"Baa, baa," said the sheep. (OR)
"I think I can," said the sheep.
"Good morning, the sun is up."

But the sheep did not succeed in waking the little boy. So the cow tried; and the cat. For each you merely erase and insert:

"————," said the ——. (OR)
"I think I can," said the ——.
"Good morning, the sun is up."

The three animals could not wake the little boy, so you write on the board:

But the cow did not. But the —— did not. (OR)
But the sheep did not. But the — – did not.
But the cat did not. But the —— did not.

This framework gives the plan according to which the new story is built. After you have impressed it fully, write "Dear me" twice below it and practice reading the lines.

Have the children take their primers and count with you from page 1 to 11. Talk about the pictures as you go along. Beginning with page 11, read the text with the pictures. The children are to find out whether their choice of three animals coincided with the story in the book.

Tell the children that "the name of the story" is made bigger (title). Use the markers, when the class reads the text.

Take back the books before the children turn to page 14 — the next part of the story. Say that it is a "Guess Story," and they are to guess to-morrow which animals tried next to wake the little boy. They should think about it before the next day, and decide which animals they think tried next.

Review. *Objective:* to play the story.

Read pages 12 and 13 again, to see what the sun said; and the cat, cow, and sheep. Then talk about how you would play the story. Who would have to be in it? What would the boy do? What would the sun do? Whose help would he ask? Where should these be in the classroom? Who should play these parts?

Then play the story.

Drill on "I think I can," in various expressions. Note how different the following can be made to sound, by stressing the italicized words. This can be done by the children with clever questioning from the teacher.

I *think* I can (OR)
I think *I* can
I think I *can*

Get the children to put real earnestness into trying to wake the boy.

A good wind-up in playing this is for the animals to show great disappointment. Merely write on the board:

Who can wake the little boy? (OR)

"Not I," said the cat.
"Not I," said the sheep.
"Not I," said the cow.

Note the "Little Red Hen" phraseology. Read it with snap.

Seat work. *Objective:* to combine numbers with directions.

The children will take patterns of cow, sheep, and cat (or whatever animals they selected as the first to wake the little boy). If they are using a smaller size of paper, the sheep could go on the back.

Then they will follow these directions:

We have 1 cow. (SR)
Color the cow red and yellow.

We have 1 cat.
Color the cat black.

We have 1 sheep.
Color the sheep brown and black.

Children who finish first will go to puzzle games each day.

Incidental reading: Dismissal. Review *think:*

Think who can wake (OR and SR)
the little boy.
Good-by, girls.
Good-by, boys.

32d DAY (Primer, pages 14–15)

For **Project, Word Study,** and **Group Work,** see pp. 137, 133, 135.

Incidental reading: Opening. Review poem, page 10. Write:

Who can play Wake up? (SR)

Different children try to say the Wake-up poem from memory, while the class acts it.

New reading. Pages 14–15. *Objectives:* (*a*) to make up a continuation of the story and (*b*) to read the version in the primer.

Begin by drawing from the children the story they played the day before, when some animals could not wake the little boy. Say that the little boy must be wakened, for the sun is very, very anxious about him. Say that you have a message from the sun to the class.

Then write on the board:

The sun said, (OR)
"Who can wake the little boy?"

Then call on the children to suggest other barnyard animals that might try. [Suggestions of hen, rooster, duck, turkey, pig.] Then you write your framework as you build the story with them. Which animal do they want to have speak first? etc.

"I think I can," said the ——.
"————————," said the ——. (OR)
"Little boy, the sun is up."

Some child should play "little boy" and stretch out on a seat or play that he is asleep in the corner. Any "pretend" adds great zest.

Using this framework, fill in what the children suggest for animal and cry, erasing after that part of the story is read.

Before it is erased, however, the children should read through it, saying it with all the fervor they can. They must say it hard enough to wake that little boy.

Then after they have tried hard to imitate the animals and to put meaning into "Little boy, the sun is up," write on the board, as you shake your head sadly:

But the rooster did not. (OR)
But the hen did not.
But the duck did not.
But the pig did not.
But the turkey did not.
Dear me! Dear me!

Distribute Primers. Then ask the children to find page 11 as quickly as possible, the first child reading aloud what it says on page 11. Then a child volunteers to read page 12; another, page 13. Then they all turn the page and look at the pictures on pages 14 and 15 to find which animals "the book" had try next in the story. Which one did not try? [the hen].

They read by turns through the two pages of the story. Then the teacher adroitly collects the books, with the children on the *qui vive* to know how the boy finally does get awake. Who is it that wakes him? They must think and talk some more about it.

Review. *Objectives:* (*a*) to fix the sentence "I think I can"; (*b*) to reread story; and (*c*) to play the story.

Have four children volunteer from the Bunny Rabbits to read pages 12 to 15 aloud. The other Bunny Rabbits have their books open and are ready to help him should he get stuck. This is to be a chance for the Bunny Rabbits to show the Gray Squirrels how much they have improved. Gray Squirrels keep books shut and listen.

As they did the day before, the children now select a sun, a boy, and four animals to play the story. Encourage all the phlegmatic children to talk as if they meant it. First let them say it exactly as the book said it. Then let them say it any way they wish.

Have a card with the animal's name tied around the child's neck when he plays that part. On taking parts of different animals so frequently children are likely to become confused as to what part each child is playing unless there is some objective reminder.

Seat work. *Objective:* to test combinations of number and directions.

First talk about the coloring of the day before. Do not yourself criticize, but get the children talking about the good and bad points. Have them decide on definite things to make better in this work: to be more careful to have right number of animals; more careful to draw accurately from patterns; to lay the patterns down to best advantage; to color exactly as the directions say; and to color carefully.

Then write these directions, combining the number *1* with an animal's name. If larger-sized paper is cut in half for seat work, the turkey and pig should be placed on one side and rooster and duck on the other.

We have 1 turkey. (SR)
We can color the turkey red and brown.

We have 1 rooster.
We can color the rooster black and orange.

We have 1 duck.
We can color the duck green, yellow, and black.

We have 1 pig.
We can color the pig red.

Incidental reading: Dismissal. To introduce name of month, write:

This is October [or March] (OR)
What can you play in October?
Think what you can play.
Good-by.

33d DAY (Primer, pages 16–18)

For **Project, Word Study,** and **Group Work,** see pp. 138, 134, 136.

Incidental reading: Opening. Refer to the story, and then write on the board:

I think (SR)
that we can play this very well.
Who think that we can?

Suggest that they might play it for another class, and have the children choose the class for which they will play it.

New reading. Pages 16–18. *Objective:* to finish reading the story.

The Gray Squirrels will choose two of their number to read pages 12 and 13 aloud to the class. The Bunny Rabbits will choose two of their number to read pages 14 and 15 aloud to the class. These four children will take their books and look over their pages ("study them"), while the others are being given their books.

While the four are "studying," the rest of the class can turn pages from 1 down to 16, as you call the numbers. Comment on the pictures and the text as you go along, but do not read it all aloud. Skillfully you can say, "Find what the old cow said, or the sheep said, and thus lead the children to train their eyes to run down a page to find a certain thing. You must make this a very simple exercise at first.

The four children read in turn and the rest of the class close books, sit up "tall," and listen.

Then tell class to find page 16. Talk about the picture, who are in it, what they are doing, etc. Then say, "Now read for yourselves. See who can find out what happened."

While the children read down page 17, watch to see where they halt. Watch to see how quickly they discover the dog on the next page and what he says.

The sun was getting cross at the animals, so how would he say "Wake the little boy." All the animals try the hardest they can. How would they say it?

But could they wake him? Who tried? Who could not?

Who *did* wake him? Why did the little boy hear that animal and not the others? What did the little boy say to him? What kind of dog is it?

What fun could a boy and a dog have together? With which other animal might the boy have fun? How?

What does the picture tell you?

Review. *Objectives:* (*a*) to re-read pages 16–18, (*b*) to play the story.

First two Gray Squirrels will read the new part of the story (pages 16–18). Then two Bunny Rabbits will read it. They will try to read it better than the Gray Squirrels. The rest of the class will listen to see how real they make it. Draw a rabbit or a squirrel on the board to show which did the better.

Then play the story. Let the children themselves decide who play, what they say, and what they do. There will be nine characters. By playing the story several times every child can have a chance to take part.

Seat work. *Objectives:* (*a*) to find out how many persons, things, or animals speak in the story; (*b*) to take out a pattern for each and draw it.

This requires a full-sized sheet of paper, used front and back.

Each child reads through the story again from page 11 to page 18 to find out which animals, persons, or things speak. Then he takes a pattern of each and draws around it. He uses both sides of the paper. See which children are quick to make use of the pictures or animal cries beneath them, to find out.

The test is in getting the right number of characters.

Incidental reading: Dismissal. Write:

This is good. (OR)
We can play,
Who can wake
the little boy?
Think who can play very well.

34th DAY (Review)

For **Project, Word Study,** and **Group Work,** see pp. 138, 134, 136.

Incidental reading: Opening. Play the Wake-up Game, first with the boys, then with the girls. Write:

I told the boys to wake up. (OR)
I told the girls to wake up.
The boys did wake up.
The girls did wake up.
That was good.

New reading. *Objective:* to review the whole story, pages 11–18: (*a*) Who are in the story, (*b*) what they say, and (*c*) what they do.

Practice playing the story, different groups at a time, the others acting as audience and making suggestions. Choose the children who will play it in the Review Period.

Review. *Objective:* to give a Story Party to another class.

The other class sit as audience, while the children play the story for them. They form in line, to walk past the exhibit of animals, before they go.

The players wear their labels, and the sun wears his halo.

Seat work. *Objective:* to test *sea*. Let the children draw the sun shining down on the sea. They can use wavy lines to represent the sea.

Who can color well? (SR)
Color the sun yellow.
Color the sea blue.
Color the sea very well.

Incidental reading: Dismissal. Write and talk about it:

What can shine on you? . . . | Can you shine? . . . (OR)
What can shine on the tree? . . . | How? . . .
What can shine on the sea? . . .

35th DAY (Primer, page 19)

For **Project, Word Study,** and **Group Work,** see pp. 138, 134, and 136.

Incidental reading. Opening. Sing a Sunrise Song. Write:

Little boy, (OR)
The sun is up, up, up.
Little girl,
The sun is up, up, up.

Little boy, little girl,
Little girl, little boy,
The sun is up,
is up, up, up.

New reading. Page 19. *Objective:* to associate the picture with a poem.

Picture study. Can you find the boat? Can you find the ocean or sea? (Write *sea* on the board.) Can you find where a river flows into the ocean? (Write *river.*) Can you find a mountain? (Write *mountain.*)

In what might the little girl play? [the sea]. What fun can you have at the seashore? . . . By what or in what might the little boy play? [In river, sailing boat.]

How do you know that it is a clear day? . . . How do you know that it is summer or autumn? [dress of children].

What are the children looking at? . . . What are they saying? . . .

Read to find out. See who can read the first stanza for you. Tell them the boy is talking to the sun, as if the sun were a big man — hence *Mr,*

Write "Mr. Sun" on the board beside a picture of him.

The little boy said
to the big round sun,
"I think, Mr. Sun,
that you do have fun."

(OR)

Ask, What fun might the sun have up in the sky? What could he see? How could he play with the leaves? How could he play with the river? Or the sea? Or a lake? Or a house? [Shining into the rooms.]

Develop with the children the great range of scenery that the sun shines on. Then they will be more ready to tackle the second stanza:

"You shine on the river,
You shine on the sea,
You shine on the mountain,
You shine down on me."

(OR)

Review. Make up other songs:

(OR)

1. I am the big, blue (or green) sea.
I can find little boys.
I can find little girls.
I can find the little dog.
I can find you.

(Description)
(How the tide seeks its way up the beach)

2. I am the sun, the sun, sun, sun.
I shine, I shine, I shine, shine, shine.
I shine on the mountain, the river, the sea.
I shine on the sea, I shine on the sea.

3. Mountain, mountain, this is the sun.
The sun can shine on you.
The sun is big and yellow.
The sun can say, Wake up, Mr. Mountain.

4. River, river, I am a little boy.
River, river, I play with you.
The dog and I play with you.

5. Sea, sea, big blue sea,
Can you, can you play with me?
Can you run after me?
Play with me, play with me.

Get the children talking about these wonderful powers of nature.

Read the verses above to bring out the rhythm. Let the children choose the one they like best to keep on the board.

Seat work. *Objective:* to test basal words of the week.

Give diagnostic test No. 7, or draw a mountain freehand, with river flowing by, a sea, etc., imitating the book. Then the children color according to directions.

(SR)

Color the mountain green.
Color the river brown.
Color the sea blue.
Color the boy blue.
Color the girl orange.
Color the dog red.

The ten best pieces of work should be placed on the bulletin board.

Incidental reading: Dismissal. To review, write:

We did have fun. (OR)
Big mountain.
Big river.
Big sea.

A mountain is fun.
A sea is fun.
A river is fun.

Good-by, Mr. River.
Mr. Mountain.
Mr. Sea.

WORD STUDY

31st day. *Objectives:* (*a*) to teach *m* and *th*, and (*b*) to review words.

(*a*) The initial *m*. Key word, *Moo*. The letter *m* looks like two little pony stalls.

Blend *m* with *at* to get *mat*. Review *m* words on flash cards.

(*b*) The double consonant *th*. Key word, *this*. Write on the board the word *this*, cover *is*. Blend *th* with *at* to get *that*. Review flash cards of *th* words which sound like *then* (not like *thin*).

(*c*) Flash word drills.

32d day. *Objectives:* to teach (*a*) initial hard *c*, (*b*) phonogram *en*.

(*a*) The initial hard *c*. Key word, *cat*. Review flash cards of words that begin with hard *c*.

(*b*) The phonogram *en*. Key word, *hen*.

Blend *t*, *B*, and *m* with *en* to form *ten*, *Ben*, and *men;* and *th* with *en* to form *then*. Add card to pack.

Bring out the idea that words are related, just as people are. The last part of the word is the family name; the first part is like a first name. For instance, the words *hen* and *men* are like brothers in the same family, the *en* family.

h*en* *h*en
m*en* *m*en

Have the children see that the attachment of *h* and *m* makes two brother words of the *en* family. Introduce a third brother, by asking the children to take off the "first name" (the sound) from *to* and put it on the *en* family name; as,

h *h*en
m *m*en
t *t*en

33d day. *Objectives:* to teach (*a*) initial *g*, (*b*) phonogram *un*.

(*a*) The initial *g*. Key word, *girl*. A clue to aid in remembering *g* is to print *girl* on the board and say the curly ending is her hair hanging down her back.

Review in a flash drill all word cards beginning with *g*.

Play the Vocabulary Guessing Game with words beginning with *g*.

(*b*) The phonogram *un*. Key word, *sun*. Reviewed.

Blend *un* with the initials *s*, *b*, *f*, *r*, and *g* to form *sun*, *bun*, *fun*, *run*, and *gun*. Stress *fun* particularly because it is a new word in the 35th lesson.

34th day. *Objectives:* to teach (*a*) *sh*, (*b*) *h*.

(*a*) The double consonant *sh*. Key word, *sheep*. Blend *sh* with the phonograms *ell* and *un* to make the words *shell*, *shot*, *shut*, and *shun*.

(*b*) The initial *h*. Key word, *hop*. Reviewed in print. Blend initial *h* with *at* and *en*, to form the words *hat* and *hen*.

Always observe the *a*, *e*, *i*, *o*, *u* order of vowels for the present, because the child has memorized them that way, and until the short vowel sounds are firmly established they should not be mixed up.

Capital *H*. Print small *h* on the board, and turn it into a capital by drawing the upright line on the right. Small *h* dresses up more for Sunday. (h H)

35th day. *Objective:* to review the "Fun Jingle."

Blend *an*, *en*, *in*, *on*, and *un* with the initial consonants *s*, *t*, *b*, *f*, *w*, *r*, *m*, hard *c*, *g*, *h*, *th*, and *sh*. Play the find game as you build these on the board in tabular form, one by one:

T. Find a word that begins like *tan.* [Down the column.]
CH. [points to *ten* or *tin.*] . . . Ten (tin).

T. Find a word that ends like (rhymes with) *fan.* [Across.]
CH. [points across to *ran, man, can, than,* or *tan.*] . . . Tan.

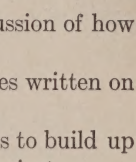
Note that the initial words are in the column reading up and down, while the rhyme words are in the line across the page. If once you accustom yourself and the children to such tabular form, you will find it a graphic blackboard or chart device and a time-saver.

Insist on the oral form as the child points.

	s	*t*	*b*	*f*	*w*	*r*	*m*	*c*	*h*	*th*	*sh*
an	—	tan	—	fan	—	ran	man	can	—	than	—
en	—	ten	Ben	—	—	—	men	—	hen	then	—
in	—	tin	bin	fin	win	—	—	—	—	—	shin
on	—	—	—	—	—	—	—	con	—	—	—
un	sun	—	bun	fun	—	run	—	—	—	—	shun

Stress particularly the words *on, ten, fun, ran, man,* and *then,* — new words of later lessons.

Draw a fan and write the combinations on each of the five parts:



GROUP WORK

31st day. *Objective:* to divide into Gray Squirrels and Bunny Rabbits for the week.

Whole class. Criticism of diagnostic tests No. 6, and discussion of how to make them better.

Gray Squirrels tested with words of previous week. Names written on board. Gray Squirrels go to puzzle games.

Medium and poor. Use all the animal "three-decker" cards to build up paragraphs on the blackboard ledge. Medium group go to project.

Poor group. Drill on finding page numbers in Primer — pages 1–13; in reading quickly first or last lines on these pages. Work for quickness and reliability in finding and reading. Find individual difficulties and correct them.

32d day. *Objective:* to give drills as needed.

Whole class. Rhyming games with *en, ell,* and *at.* Number drills from 16–20. Gray Squirrels go to project.

Medium and poor. Flash drill of all cards.

Then drill on "I think I can" [21] by combining it with word cards of actions to complete the phrase. Medium group go to puzzle games.

Poor group. Blend words with phonograms *at, ell, en,* and initial consonants *s, t, b, f, r, m,* and *c,* thus getting the following:

sat	tat	bat	fat	rat	mat	cat
sell	tell	bell	fell	ten	Ben	men

Clamping phonic cards together — one phonogram with initial consonants (or vice versa) — is time-saving.

33d day. *Objective:* to drill as needed.

Whole class. Drill with "three-decker" cards, taking each set through the different arrangements of front and back. Gray Squirrels go to project.

Medium and poor. Rapid flash drill of cards. Medium group make numbers with lentils or peas.

Poor group. Review first story in Primer, finding quickly what different lines say — first line, or last line. Count down each page and designate the number, so the children know what you mean when you say "first" or "last."

34th day. *Whole class.* Forfeits Language Game with word cards (p. 118). Gray Squirrels make numbers with lentils or peas, beans, corn, or small stones.

Medium and poor. Build "three-decker" paragraphs. Medium group go to games.

Poor group. Find lines to illustrate the pictures, Primer, pages 11 to 18.

35th day. *Whole class.* Make up a Sunshine Song:

Sun, Sun, shine on me. (OR)
Shine on me,
Shine on me.

Sun, Sun, shine on me.
Shine down on me.

Shine on the mountain.
Shine on the sea.
But, Mr. Sun, Sun, Sun,
Shine down on me.

Read and sing it. Gray Squirrels will make original pictures to illustrate it.

Medium and poor. Phonetic drill with *at, en,* and *ell* blended with initial consonants. Medium group go to puzzle games.

Poor group. Re-reading the poem. Individual help.

TEN GOOD THINGS TOWARD WHICH THE CHILDREN ARE REACHING

1. *Enthusiasm for reading*, as "telling important things," or as helping children to "do things" that they like, thus creating desire to read more.
2. *Pride in achievement*, in doing puzzle games, building sentences and paragraphs, and reading "stories" and "booklets" at home.
3. *Leadership and self-control*, in working with games, project, "Story Parties," etc., under leaders or helpers.
4. *Accuracy* in reading for a purpose, in following directions, and in making judgments by the aid of comparison (matching).
5. *Reading endurance*, in reading "three-decker" paragraphs and increasingly longer units.
6. *Self-reliance*, individual children being held strictly accountable.
7. *Broadening of outlook*, through range of project activities and varied types of reading matter.
8. *Mastery of language*, through sensitizing of ears to sound and acquiring a fund of words in vocabulary games.
9. *Economy of time and effort*, individual differences being taken account of in diagnostic tests and consequent drills in group work.
10. *Manual dexterity*, in the use of patterns and crayons.

Are you getting some of these results in your class?
You are more likely to, by following the detailed plan.

OPTIONAL AND SUPPLEMENTARY

PROJECTS

31st day. *Objective:* to make a paper doll of the boy who was asleep. Use the boy pattern. Ask, What would he wear? Make striped pajamas or "nightie." Let the children choose their own colors regardless of harmony. They can draw the boy's face. How would his eyes be when he was asleep? Show how to draw a face with curves for the closed eyes. A detachable suit may be made, or the boy himself can be colored light orange.

32d day. *Objective:* to plan a meadow scene.

The child who read best yesterday will draw a picture for the story on one corner of the blackboard for the class to see.

Tiny green needles of hemlock Christmas trees may be kept for grass, or sawdust may be dyed green, or green paper squares may be colored by individuals and pasted on large paper. Devise ways of showing grass, brook, pond, and other features of a meadow.

33d day. *Objective:* tc make a poster.

Talk about how to announce the story to another class. Why not make a poster with —

Can you come
on October 10?

in big letters. A large sheet of yellow wrapping paper can serve as background. The children make and color all the animals, boy, and sun, to be cut out and pasted on the big sheet. This should be taken to the teacher of the class invited. This teacher might hang it outside her door for the school to see.

34th day. Take the seat work sheets of the previous day (page 130) and let each child color his. He colors it in any way he thinks looks well. This will give him a chance to show his native ability in combining colors.

Before doing this, talk about the work of the preceding day, so that five minutes of criticism will make this work more successful. Tell the children that you will put this work up for the visitors to see.

35th day. Learn the Wake-up poem, page 10, to say for Mother; and draw a picture for it.

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry Pictures.* James' The Wave (3197); Munier's Merry Awakening (3155).

Conversation. How we wake up in the morning. Why we like the sunshine. What good it does.

Story-telling. Primer story retold. See also p. 448.

Dramatization and pantomime. Primer story acted.

Language. How animals talk. Experiences on river, mountain, or at seashore. What can you do on a sunny day that you can not do on a rainy day?

Nature study. How rivers are formed. What the sea is made of. Why sunshine feels warm. Tides of sea; how beach is formed; various shells; how water of sea and river differs.

Incidental numbers. *16–20* in blackboard drills. *11* to *19* applied in recognizing page numbers of Primer.

Collections. Sea shells; pebbles found on shore of river; pieces of drift wood; salt crystals; kinds of twigs, particularly evergreens. Pictures of mountain, river, or sea. Pieces of broken mirrors for sea or river.

It is well to passepartout glass around the edge so that children can handle without cutting themselves. Blue paper under glass makes a good imitation of sea, or the children can color paper blue.

Games. (*a*) *Look-and-tell Game.*

Stand two word cards against blackboard ledge where children can see them. Cover with large piece of cardboard. Children sing "Mulberry Bush," marching round room. Then take seats. Lift large card for rapid glance at word cards. Then cover them. The children whisper words to you as you pass down aisles. Test by rearranging words, covering, and flashing. Repeat with three other sets of words. Then sing song again and repeat procedure with words arranged in threes or fours. See page 139.

SONG GAMES, RHYMES, AND STORY-TELLING

Song games. (*a*) "Mulberry Bush." Hofer's *Children's Singing Games*, p. 18; *Songs with Music*, p. 33.

Here we go round the mulberry bush,
the mulberry bush, the mulberry bush.
Here we go round the mulberry bush,
so early in the morning.

In open place on floor draw circle in which three word cards can be laid in row. Have children sing and circle silently around to see which cards are laid there; as, "run, walk, hop."

Then at second circling, a child that teacher designates sings part that applies to the substitution for the mulberry bush.

All the children: *Here we go round —*
One child selected: *run, walk, and hop:*
run, walk, and hop.

If first child gives the words wrong, the children sing it again, and the second child gives the words. After each circling, three other words are laid down by the teacher.

Put a cross on the floor right in front of the words and explain that that is the best place to get a straight look at them.

This game stimulates quickness of perception. You can say that this is a queer mulberry bush, for word cards grow on it like leaves or flowers.

(*b*) "Little Bo-Peep," Bentley: *Play Songs*, p. 33.

(*c*) "A Little Boy's Walk," Poulsson's *Finger Plays*, p. 30. (Tells things he sees.)

Poems to read or recite to children:

(*a*) "Little Bo-Peep," *Mother Goose.* See p. 429.

(*b*) "If all the world." *Mother Goose.* See p. 429.

(*c*) "Time to Rise," Stevenson. See p. 436.

(*d*) "Little Drops of Water." Isaac Watts. See p. 440.

(*e*) "The Little Dreamer." See p. 440.

Story-telling. (*a*) "A Wake-up Story." Eudora Bumstead. See p. 448.

(*b*) "The Little Chestnut Boys." Poulsson's *In Child's World*, p. 48.

(*c*) "Country Fellow and River." Æsop. Scudder's *Book of Fables and Folk Stories*, p. 19.

Handling book pages. Several times during week have a brief drill: (*a*) in turning pages, one by one, and reading captions of pictures; (*b*) in finding, counting, turning pages rapidly in succession, locating definite pages. Primer, pp. 1–7; 12–19.

NOTES

HOUSE PROJECT (8th and 9th weeks)

(Primer, pages 20–35)

Here the actual Primer begins. Pages 1–19 are the climax of the Pre-Primer work.

8th week. Primer, pages 20–25. ("Tom and Betty" and "The little house.")
9th week. Primer, pages 26–35. ("Who will tell?")

EIGHTH WEEK

("Tom and Betty," Primer, pages 20–25)

Specific objectives.

1. To apply number and find games to the book.
2. To associate lines with pictures.
3. To give eye training: (*a*) *p, d,* final *y,* (*b*) *ed, ot, e.*
4. To gain greater ability in reading lines aloud in games; and better reading of conversation.
5. To read longer directions in seat work.

Materials.

1. Patterns: Tom, Betty, house, bed, table, chair, pumpkin.
2. Diagnostic test No. 8: *Betty, Tom, bed, chair, table, house.*
3. Word cards: Betty (Tom), house (chair), table (made), for (saw), Mrs. (went), Dolly (Teddy), Bear (like).
4. Phonic cards.

Front	*Back*	*Front*	*Back*	*Front*	*Back*
[pig / p]	[P *p*]	[red / ed]	[*ed*]	[me / e]	[*e*]
[did / d]	[D *d*]	[not / ot]	[ot]		

5. Puzzle Games Nos. 14 and 15.

   No. 14. Poem, Primer, page 19, cut up.
   No. 15. Little Bo-Peep.

New words.

36th day	*37th day*	*38th day*	*39th day*	*40th day*
*Tom	*chair (*s*)	*saw (*s*)	*Dolly Dot (*s*)	at
*Betty (*s*)	*bed	Mrs. (*s*)	*Teddy Bear (s)	
*house (*s*)	*table (*s*)	went (*s*)	like (*s*)	
	made (*s*)			
	for (*s*)			

Note: (*s*) = sight words.

Phrases for blackboard drill. Write the following on the board, one at a time, and supply different words in the blanks. Have children read rapidly.

This is ——; Find ——; Tom made ——; Betty saw ——; Betty said ——; —— went; —— the little house; I like ——; —— said ——; —— the bed (prepositions).

OPTIONAL AND SUPPLEMENTARY

I. Projects, occupations, and free-time activities. See page 150.

II. Correlation with other subjects. See page 151.

III. Supplementary song games, poems, and stories. See page 151.

READING PERIODS

Note. *Pictures.* Graphic models of doll house and furniture for the children; teaching words from pictures; finding everything in picture, page 20, find the story on page 23.

Graphic representation of doll house and furniture with doll and bear on page 24. Teaching phrases from pictures. What extra things are in this house?

Text. Actual Primer begins; number game played with short lines; picture and text combined in Find Game; simple sequence of story ideas on page 23; same on pages 24–25.

Number games with longer thoughts on pages 23 to 25.

36th DAY ("Tom and Betty," pages 20–21)

For **Project, Word Study,** and **Group Work,** see pages 150, 148, and 149.

Incidental reading: Opening. To review month.

This is October. (or March) (OR)
October is fun.

New reading. Pages 20–21. *Objectives:* to play number games with Primer text; to use markers more skillfully.

Picture study. Put up magazine pictures of a little boy and a little girl, with "Tom" under one, and "Betty" under the other. Point to the names and help the children to "discover" them. They have already blended *Tom* and *Bet* in their jingle work.

Then write on the board:

Tom is a little boy. (OR and SR)
Find Tom.

Betty is a little girl.
Find Betty.

When the children have identified the pictures on the board, say that you have other pictures of Tom and Betty and a real house for them to find.

Primers are distributed, and the children begin their search. Finally some one finds Tom and Betty on page 20.

First talk about the picture. Then read the title. Find the rabbit, squirrel, etc. These pictures have been made with great care to appeal to children.

How does the house on page 21 differ from the house on page 20? How could the children make the house on page 20 look like that on page 21? Imagine that there are two rooms; what might be in each, etc. Whose house is it?

Reading to play a game. Each child will take his "marker" and put it across the page below the picture so that no print shows. Then he will move it down, line by line, as you tell the class.

The children move the markers down and read the caption for the picture; and the 7 lines, a child for each. Then one child may read all eight lines, as they move markers down together. The children find the words *Betty*, *Tom*, and *play house* in the text and read the line that has the word in it.

Drill. Then the class plays number games with page 21.

Review. *Objective:* to fix new words by means of games. Write on the board, line by line. Have the children read and talk as the unit grows.

Do you have a play house?	You may have a play house. (SR and OR)
What do you have	What fun you can have!
in the play house?	You can play with the house.
Tom and Betty	How can you play?
have a play house.	What can you do?

Then number the sentences, and play the number and find games.

Perception cards may also be matched with words and phrases.

Seat work. *Objective:* to apply several colors by number. Patterns of Tom and Betty. Then write:

Color Tom 2 colors. (SR)
Color Betty 3 colors.

Stress that they are to do exactly what the directions say and put the colors where they think they will look best.

If the children ask questions, as "What shall I use?" etc., ask "What does the Chalk say?" and get the children to tell that it does not say which colors, so they can choose.

"But it does say something," piped in one little youngster.

"Yes, it does," said the teacher. "So try to do just what it says."

The catch is in the number of colors applied to each figure; 2 to Tom, 3 to Betty.

Incidental reading: Dismissal. Have children do:

Find Tom.	Say Good-by to Betty.	(SR)
Find Betty.	Say Good-by to Tom.	

37th DAY ("Tom and Betty," page 22)

For Project, Word Study, and **Group Work,** see pages 150, 148, and 149.

Incidental reading: Opening. Count up to 20 together, and you count alone up to 31. Then write:

Dear me! Dear me! (OR)
October 31.
What is that? [Tell Halloween.]
Halloween is fun. [Or Easter.]

New reading. Page 22. *Objective:* to find out what they made for the house.

Review. Ask the children to find where the book began telling about Tom and Betty. A child volunteers to read page 20. Seven children read page 21 again.

Picture study. Talk about the pictures on page 22 with the names underneath. How does the furniture on page 22 differ from that on page 20? Where might the ideas for decoration have come from? [Flowers in the grass.] Talk about how to color a bed, a table, and a chair. Ask who made these things.

Reading to find out. They read down, line by line, with the marker to find out who made the furniture. Ask which numbers tell them to do something.

Drill. Play Number and Find Games. For the latter have the children read the sentence that tells.

Review. *Objective:* to have the reading unit reflect the children's activities.

Write on the board, getting the ideas from the children:

What can we have for the little house?	The table is round.	(SR and OR)
	The bed is big.	
We can have a bed.	The chair is little.	
We can have a chair.	What a good house we can have!	
We can have a table.		

Talk about how to make furniture out of paper, spools, or cardboard.

Seat work. *Objective:* to find out (*a*) who follow verbal directions correctly, (*b*) who follow the written directions.

With a pattern the child draws three little houses on his paper, standing in a row. Tell him to put door and windows in each.

Stress having the chimney straight. While he is doing this, you number the houses 1, 2, 3.

Color 3 little houses. (SR)

1. Color this house red.
2. Color this house brown and yellow.
3. Color this house red and green.

Incidental reading: Dismissal. Criticize the seat work.

We have made a little house. (OR)
Is the house good?
You told me
that the house was good.
I think we have a good house.

38th DAY (Primer, page 23)

For **Project, Word Study,** and **Group Work,** see pages 150, 148, and 149.

Incidental reading: Opening. To review *Halloween:*

Dear me! Dear me! (OR)
Halloween is coming. (Or Easter.)
What can we do on Halloween? . . .
What fun can we have?

New reading. Page 23. *Objective:* to bring out the big topics.

Picture study. What is happening? Is this the same house as on pages 20 and 21?

Reading to find out. Again the marker plays its part in focusing the children's eyes to definite lines on the page, as they give their first reading.

By questions bring out the large divisions of the unit:

(*1*) What did Betty *see?* [hen, duck, turkey.]
The children read the lines that tell.
(*2*) What did Betty *say?* [Children read lines.]
(*3*) What did the hen *do?* . . . duck do . . . turkey do? [Children read.]

Questions like "What did Betty see first?" "Next?" etc., help the children to pick out the steps in the story.

Drill. Then play the Find Game to locate phrases and words.

When the children are reasonably familiar with the unit, play the story. Four children go to different parts of the room, the children deciding where.

Review. Write on the board a summary of the story on page 23. Get the sentences from the children by questions:

What do you think Betty did? (OR)

Betty saw a hen and a duck.
Betty saw a turkey.
Betty told the hen, and the duck,
and the turkey,
to come to the little house.

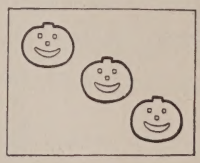
Then Mrs. Hen, and Mrs. Duck,
and Mr. Turkey,
walked to the little house.

What fun this was!

In writing these blackboard units be careful not to break word groups. Play the story, the children holding in their hands phrase or word cards to identify them: *Betty, Mrs. Hen, Mrs. Duck, Mr. Turkey.*

Seat work. The poor freehand pupils should be shown how to improve their house drawings, *but the teacher should not do them.* In the Halloween season confine this lesson to pumpkins.

The children should draw 3 pumpkins and number them. A class in the spring will color Easter eggs.



(SR) 1. Color this orange.
2. Color this orange and green.
3. Color this orange and green and black.

Incidental reading: Dismissal. To read in the right order:

2. Find a very good house. (OR)
4. Run and play.
1. Girls and boys.
3. Halloween is coming.

39th DAY (Primer, page 24)

For **Project, Word Study,** and **Group Work,** see pages 150, 149, and 150.

Incidental reading: Opening. To talk of the holiday:

Halloween is fun. [Or Easter Rabbit.] (OR)
What can we do on Halloween?
Can we have fun with Mr. River?
Can we have fun with Mr. Mountain?
With what can we have fun? [Pumpkins and corn.]

New reading. Page 24. *Objective:* to read to find out something.

Announce that somebody has come to see them. They are to try to guess.

Picture study and review. Have them turn to page 20. By talking about the pictures (the children reading the text again incidentally to describe the pictures) build up the little story of how Tom and Betty made a doll house and furniture for it. Describe how Betty took the house out into the garden where the chickens were and played visiting with them. Then say:

"And what do you think happened? . . . Betty and Tom forgot to bring the little house, and Teddy Bear, and Dolly Dot in from out under the trees. They stayed out all night! . . . When the moon came out, Dolly Dot sat up under the tree and looked around. There she saw the little house. What do you think she said? . . .

"Then Teddy Bear sat up and looked around and what do you think he said? . . ."

Reading to find out. They turn to page 24 and with their markers read the two paragraphs to find out.

Drill. Play Number and Find Games. Practice on how Dolly Dot and Teddy Bear would say their speeches.

Review. Re-read page 24. Then write on the blackboard:

Dolly, Dolly, Dolly Dot. (OR)
We like you, Dolly Dot.
We think Betty likes you.
We think Tom likes you.

Teddy, Teddy, Teddy Bear.
Do you like the little house?
Do you think the little house
was made for a Teddy Bear?

Sing this little thing as a rote song, making up a chanting tune to it. Have the children sing it. You will find that the tune idea will work out well.

Drill on the lines, phrases, and words; especially the words *Dolly Dot*, *Teddy Bear*, and *like*.

Seat work. Freehand of a house and pattern of trees. Talk about autumn coloring of trees. The children draw a little house. Then they put five trees around it and number the trees. Be sure to observe that they do the numbering, for that is vital in the interpretation of the directions.

Color the house red and brown. (SR)

You have 5 trees.
Color tree 1 green.
Color tree 2 brown.
Color tree 3 yellow and brown.
Color tree 4 red and brown.
Color tree 5 orange and brown.

Incidental reading: Dismissal. Ask "Why" and "How":

We made a very good house. Can we have a house on the river? (OR)
Do you like the little house? Can we have a house on the sea?
Good-by, Little House. Can we have a house on the mountain?

40th DAY (Primer, page 25)

For **Project, Word Study,** and **Group Work,** see pp. 150, 149, 150.

Incidental reading. Opening.

(SR and OR) Have you made a chair? Is the chair made well?
Have you made a table? Is the table made well?
Have you made a bed? Is the bed made well?

New reading. Page 25. *Objective:* to read to find the answer to the question, What did Dolly Dot and Teddy Bear do with the little house?

Use the markers and read by lines. Find lines that tell about picture.

What other things could Dolly Dot and Teddy Bear play in their house? [Making bed, sweeping floor, washing dishes or windows, painting roof, making a garden, making more furniture.]

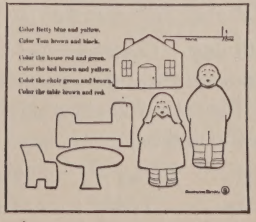
Play the Number Game and the Find-and-Frame Game. (Child holds his hands up to mark beginning and end of phrase.)

Review. Review pages 21 to 25 rapidly. Find *play* and *house* on each page. Find *Tom, Betty, Dolly Dot,* or *Teddy Bear.* Find *chair, bed, table.* Find lines on each page to illustrate the picture.

Then with markers, re-read aloud from page 20 to 25. Different children will read successive lines, each page being finally re-read by one child.

Seat work. *Objective:* to test basal words of week. Diagnostic test No. 8 tests the five new words of the week. Corresponding patterns.

(SR) Color Betty blue and yellow.
Color Tom brown and black.
Color the house red and green.
Color the bed brown and yellow.
Color the chair green and brown.
Color the table brown and red.


Color Betty blue and yellow.
Color Tom brown and black.
Color the house red and green.
Color the bed brown and yellow.
Color the chair green and brown.
Color the table brown and red.

Be sure that each child has his name on his paper. The teacher should do this, so that the re-grouping for the next week can be done on the basis of perfect following of directions.

This seat work, based on handwork, is of great value to poor children, for weak or slow children often do better in manual work than quicker children.

Incidental reading: Dismissal. Talk about good and bad points of seat work. Write:

Do you like the table? (SR)
Do you like the chair?
Do you like the bed?

WORD STUDY

36th day. *Objectives:* to teach (*a*) initial *p;* (*b*) phonogram *ed.*

(*a*) The initial *p.* Key word, *pig.* Blend with *at* (pat) and *en* (pen). The letter *p* looks like a pig rooting in the dirt, nose down.

(*b*) The phonogram *ed.* Key word, *red.* Reviewed. Blend with *T* (Ted), *b* (bed), *f* (fed), and *sh* (shed). Stress *bed* and *Ted* particularly, for they are used later.

37th day. *Objectives:* to teach (*a*) initial and final *d;* (*b*) phonogram *ot.*

(*a*) Final *d.* Review *bed* and *find; and, did, Good, round, said,* and *told.* Initial *d* sound. Key word, *did.* Review *dog, Dear, did, duck, do, down.* Blend *dell* (where fairies dance) and *den* (where dragon lives).

(*b*) The phonogram *ot.* Key word, *not.* Reviewed. Blend with *t* (tot), *r* (rot), *c* (cot), *g* (got), *h* (hot), *p* (pot), *d* (dot), *D* (Dot), and *sh* (shot).

38th day. *Objectives:* (*a*) to show how endings are put to some words; as, *Hen, Henny;* (*b*) to teach phonogram *e.*

(*a*) Place the following on the board, and let the children form the second from the first:

Bet	Ted	Tom	Hen	Pig	Kit
Betty	Teddy	Tommy	Henny	Piggy	Kitty

(*b*) The phonogram *e*. Key word, *me*. This is the name of the letter *e*. Blend *e* with *b* (be), *h* (he), *m* (me), and *sh* (she). Stress these words well, for they appear later in the Primer. Add cards gradually to pack.

39th day. *Objective:* to review whatever you think is weak in your class.

40th day. *Objectives:* (*a*) to blend with *ad, ed, id, od, ud,* (*b*) to form words with final *y*.

(*a*) Review the short vowels in combination with *d*, blending with consonants, as shown in the following table:

	s	*t*	*b*	*f*	*m*	*c*	*h*	*p*	*D*	*r*
ăd	sad	—	bad	—	mad	—	had	pad	Dad	—
ĕd	—	Ted	bed	fed	—	—	—	—	—	red
ĭd	—	—	bid	—	—	—	hid	—	did	rid
ŏd	sod	—	—	—	—	cod	hod	pod	—	rod
ŭd	—	—	bud	—	mud	cud	—	—	—	—

Run the rhymes across, and words beginning alike up and down.

Draw a candle on the board and write the five combinations on the rays.

Point to a word silently, and have children make a "story" using it.

(*b*) Review final *y* and doubled consonant in *Ted* (Teddy), *bud* (buddy) *Red* (Reddy), *mid* (middy), *mud* (muddy), *Dad* (Daddy). This makes good preliminary work for phonetic spelling.

GROUP WORK

36th day. *Whole class.* Test the winners of diagnostic test No. 8 with other words of the last week to find the Gray Squirrels for this week. These pupils will then cut paper dolls of Tom and Betty and color them.

Medium and poor. Drill on phrase and word cards. Those that show improvement are released to play the puzzle games.

Poor group. Have a match with word cards.

37th day. *Whole class.* Volunteers recite the poems on pages 10 and 19. Gray Squirrels then work on house, paper dolls, etc.

Medium and poor. Flash drills with words and phrases. Medium group go to project.

Poor group. Tit-tat-toe Game with *bit, bat, but; pit, pat, pet; cat, cot, cut;* or *not, net, nut.*

38th day. *Whole class.* A word match: Gray Squirrels against Bunny Rabbits. Gray Squirrels go to Halloween or house project.

Medium and poor. Puzzle games under your supervision. Medium group make numbers from 20–25 with corn, beans, shoe pegs, or pebbles.

Poor group. Individual work, as needed.

39th day. *Whole class.* Rhyming games with phonograms *ed, e, en, at,* and *ell.* Gray Squirrels work on pumpkins or house, making faces on pumpkins.

Medium and poor. Drill on word families and initial "first names." Medium group go to puzzle games.

Poor group. The Parcel Post Game. A child distributes phrase cards. If a child can read it, he may have the parcel.

40th day. *Whole class.* Forfeits Language Game with word cards. Gray Squirrels go to puzzle games and project.

Medium and poor. Number drills up to 25, using number cards of the Pre-Primer set and the following put on the board:

20, 21, 22, 23, 24, 25
25, 24, 23, 22, 21, 20
20, 22, 24, 21, 23, 25

Medium group go to project.

Poor group. Flash word and phrase drills in a letter and parcel post game.

OPTIONAL AND SUPPLEMENTARY

PROJECTS

36th day. Talk about how to make a house: materials, — wood, blocks, paper, etc. Talk about who might live in such a house. Begin making it.

37th day. By putting the pattern head to head (see page 97), paper doll stand-ups of Tom and Betty can be made for the house. Some children may want to dress small dolls.

38th day. Make furniture. First, talk about what was done the day before, and have suggestions for making the house and the dolls better.

Then talk about how to make the bed, chair, table, — materials, etc. Make the furniture.

39th day. Talk about how to celebrate Halloween. What can be made? Pumpkins for Halloween, eggs for Easter, or trees and a fence for the house on the sand-table; etc.

40th day. Make paper dolls of Dolly Dot and Teddy Bear; or making clay dishes; dressing a doll; making reins to play horse, children using spool with four nails in top, weaving the reins on the spool, and drawing through the center.

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry Picture.* Barnes' Family Cares (1061); Ronner's Fascinating Tale (1099).

Conversation. How to make a doll's house, furniture, etc. Things to do with a doll's house.

Story-telling. How they got their play house; how they made things for it; and what happened. See p. 146.

Dramatization and pantomime. Page 23; finding house; house-keeping. Page 25; setting table; driving horse.

Language. How to make house and furniture. Cut out furniture pictures and write names below.

Nature study. How animals have fun. How Teddy Bear is like a real bear. What real houses can be made of.

Incidental numbers. Number games, testing numbers from *1–9;* numbers, *21–25.*

Children's collections. (*a*) Bring dolls or stuffed animals to school for a visit; contribute cast-off dolls or animals for children to dress up; bring bottles to use as foundation for bottle dolls, to be dressed up, bottle standing easily. If the bottle has shot in it, it can be moved from side to side without overturning. Materials for class or individual doll house; doll furniture; empty spools and cardboard for doll's furniture; pumpkins or Easter eggs.

Games. (*a*) *Parcel Post Game,* p. 150.

SONG GAMES, POEMS, AND STORY-TELLING

Song games. (*a*) "Teddy Bear," Bentley's *Play Songs,* p. 58.

(*b*) "Jack Frost," Gaynor's *Songs of the Child's World.* No. 1, p. 68; *Songs with Music,* p. 23.

(*c*) "All for Baby," Poulsson's *Finger Plays,* p. 38.

Poems to read or recite to the children: (*a*) Kingsley: "I once had a sweet little doll." See p. 441.

(*b*) "Land of Nod." Stevenson. See p. 436.

(*c*) "Rock-a-by." *Riverside Primer,* p. 25.

(*d*) "Peter, Peter, pumpkin eater." *Mother Goose.* See p. 430.

(*e*) "Little Tommy Tucker." *Mother Goose.* See p. 430.

Story-telling. (*a*) "How Home was Built." Lindsay's *Mother Stories.* See p. 448.

(*b*) "The Red-headed Woodpecker." Cooke's *Nature Myths,* p. 79.

Handling book pages. Have brief drill with Primer, pp. 1–24; (*a*) in turning pages, one by one, and reading captions of pictures. (*b*) in finding, counting, and turning pages rapidly in succession, locating definite pages.

NOTES

NINTH WEEK

("Who will tell," Primer, pages 26–35)

Specific objectives.

1. To read more fully worded directions applied to *girls* and *boys*.
2. To tie up new words with daily experiences of the children; eating, drinking, wearing clothes, being in houses, etc.
3. In silent reading, to seek definite things on a page, by finding answers to certain questions (as what each said and did); developing "reading endurance" by studying silently a whole story in review and being ready to read a page of it aloud.
4. In oral reading, to put life into what the animals said; to read a page aloud in a competitive story party; to read a line aloud when working down the page with the marker; to develop greater quickness in getting and giving the thought of a line.
5. To teach in eye training: (*a*) *l, ch, y, n;* (*b*) *ee, oo*; (*c*) new words developed phonetically.
6. To increase perception span and eye sweep.
7. To test silent reading. (Test, Primer, p. 35).

Materials.

1. Diagnostic test No. 9: folk-tale names and numbers.
2. Word cards: will (has), eggs (eat), meat (drink), milk (off), They (they), wool (one), wear (another).
3. Phonic cards.

Front	*Back*	*Front*	*Back*	*Front*	*Back*
little l	L *l*	you y	Y *y*	Wee ee	*ee*
chair ch	Ch ch	not n	N *n*	Moo oo	*oo*

4. Puzzle Game No. 16: Humpty Dumpty.

New words.[1]

41st day	*42d day*	*43d day*	*44th day*	*45th day*
Rooster Pooster	Henny Penny	Mooly cow	wool (*s*)	one (*s*)
Turkey Lurkey	eggs (*s*)	milk (*s*)	wear (Bear)	another (*s*)
will (*s*)	eat (*s*)	drink (think)	They (*s*)	
tell	Piggy Wiggy	Off (*s*)		
has (*s*)	meat (*eat*)			

[1] Words marked (*s*) are to be taught as sight words. Words not marked, or with another known word after them, should be worked out by the children.

Phrases. *For drill:*

Who will tell; Tom and Betty; I will; I will tell; has eggs to eat; went to tell; has meat to eat; has milk to drink; has wool to wear; Dolly Dot and Teddy Bear; They said; They have; eggs and meat; did not say; the one; that did not.

For supplying different words in blanks:

Dolly Dot has ——; Teddy Bear has ——; —— went; —— to ——; off went —— ——; —— to eat; —— to drink; —— to wear; to tell ——; Who will ——; —— did not say ——; Find another ——.

OPTIONAL AND SUPPLEMENTARY

I. Projects, occupations, and free-time activities. See page 166.

II. Correlation with other subjects. See page 167.

III. Supplementary song games, poems, and stories. See page 168.

READING PERIODS

Note. *Pictures.* (*1*) The little house idealized and occupied by the doll and the bear; (*2*) teaching folk-tale names from the pictures; (*3*) bringing out the action in the pictures; the climax on page 34; on page 35 giving the animals again in their natural condition to leave that impression in the child's mind; a silent-reading game on pictures, page 35. How the animals are dressed. In what order do they go?

Text. Repetition under varying circumstances; short sentences for review on pages 27, 29, 31 and 33; silent-reading game on page 35. A Food and Shelter story.

41st DAY ("Who will tell," pages 26 and 27)

For **Project, Word Study,** and **Group Work,** see pp. 166, 162, 165.

Incidental reading: Opening. To review the story about the little house. (Page 146.)

Dear me! Dear me!
Who have the little house?
Who have the bed, table, and chair?

New reading. "Who will tell," pp. 26–27.

(*a*) *Preparation.* Review the story of how Dolly Dot and Teddy Bear got their little house. Then ask, "Did Tom and Betty know that they had the little house?" Bring the little house and Dolly Dot and Teddy Bear to prominent places on the desk, or draw them on the board.

Then write on the board in large letters:

Who will tell? (OR)

Talk with the children about who in the barnyard will tell, and write on the board the sentences the children give.

The cow will tell.
The sheep will tell.
The hen will tell.
The pig will tell.

The turkey will tell. (OR)
The duck will tell.
The rooster will tell.

"Who will tell from the house?" the teacher asks.

The cat will. (OR)
The dog will.

(*b*) Next, *picture study* is associated with story review. The children turn to page 20. They leaf through, page by page, as you talk about them together. Such remarks as the following focus the class on story details. The dots indicate good places for conversation.

p. 20. T. Look! They are playing outdoors
with the play house!
What are they doing? . . .

p. 21. T. What a fine little house it is.
See its two big windows.
See its little window.
See the door.
How have they made the house pretty inside? . . . [Curtains.]
Whose house is it? . . .

p. 22. T. See! What pretty furniture it has inside! . . .
Who made it? . . .

p. 23. T. What fun they had when they took it to the barnyard!
Who came to see them? . . .

p. 24. T. And they forgot all about the house!
Who found it after Tom and Betty went away? . . .
What did they do? . . .
Whose house is it now? . . .
Who told Tom and Betty? . . .

(*c*) The class then turn to pages 26 and 27 and scan the *new pictures* to see who told. They discover the already half-familiar names of Rooster Pooster and Turkey Lurkey. They laugh over the way they are dressed.

How has Teddy Bear improved the house? What makes the trees look so large?

Then ask: "Who went to tell Tom and Betty," and write on the board the children's answers:

Rooster Pooster went. (OR)
Turkey Lurkey went.

(*d*) "Now we'll *read to find out* all about it," you say, as you tell them to take their markers and cover the top line, moving down, line by line.

Maybe Mr. Sun is asking "Who will tell?" Let the children suggest who might be asking that first question. They can practice saying "I will" with determination. They will enjoy the familiar animal cries.

Page 27 is a repetition of page 26 with the change to Teddy Bear and Turkey Lurkey. Therefore, it will give interesting *drill.*

In each lesson unit of this story the final paragraph plays up in shorter, emphatic form important basal ideas. These serve as "clinchers."

Review. (*a*) With markers the children read pages 26 and 27 aloud again. Have them read the whole line silently before they raise their hands to tell you what it is.

(*b*) Then write on the board one line at a time and have the children read it silently and do what it says. Erase and write the next line, etc.

(SR) Find what Rooster Pooster said. (Children find.)
Find what Turkey Lurkey said. (Children find.)
Find what Rooster Pooster did. (Children find.)
Find what Turkey Lurkey did. (Children find.)

Play this.
Who will play? (Mr. Sun, Rooster Pooster, Turkey Lurkey.)
Find what is said.

The children read aloud the part of the story referred to.

(*c*) Play the story.

Seat work. *Objective:* to follow directions intended for a certain group and to do just what is said for that group.

This seat work will make a Picture Gallery of dressed-up animals to go at the top of the blackboard as a frieze. The best pictures will be put up.

For economy of time and the assurance that the child gets quickly down to the actual reading, use patterns. Let the play of initiative come in the added trimmings. Each child should have patterns of turkey and rooster. The children will add hats, shoes, and any other items of dress that they want to this fundamental outline. Then they will color according to these directions:

Girls,
Color Rooster Pooster.
Rooster Pooster has brown, yellow, and red colors. (SR)

Boys,
Color Turkey Lurkey.
Turkey Lurkey has black, red, and green colors.

Incidental reading: Dismissal. Make Good-by jingles for animals. Let them stand on the board for several days:

Rooster Pooster, Rooster Pooster,	Turkey Lurkey, Turkey Lurkey, (OR)
We like you, Mr. Rooster Pooster.	We like you, Mr. Turkey Lurkey.
Mr., Mr., Mr. Pooster,	Mr., Mr., Mr. Lurkey,
We like you, Mr. Rooster Pooster.	We like you, Mr. Turkey Lurkey.

42d DAY ("Who will tell," pages 28–29)

For **Project, Word Study,** and **Group Work,** see pages 167, 163, and 165.

Incidental reading: Opening. Begin by talking about animals the children have seen. Then write:

Ned saw a rooster. (OR)
—— saw a ————.
—— saw a ————. [Fill in names of animal and child.]
—— saw a ————.
—— saw a ————.

New reading. "Who will tell" continued; pp. 28–29.

(*a*) *Drawing out the story.* Refer to the things to eat developed in the Word Study period. Ask: "Which would Teddy Bear like better to eat? Which, Dolly Dot?" Then write:

Teddy Bear has meat to eat. (OR)
Dolly Dot has eggs to eat.

Make up jingles and write:

Dolly Dot has eggs to eat,	Teddy Bear has meat to eat, (OR)
has eggs to eat,	has meat to eat,
eggs to eat.	meat to eat.

Play the find game with these words, sentences, and phrases.

(*b*) *Picture study,* pages 28–29.

(*c*) *Reading to find out* what was said and done. Use markers, line by line. Put life into the animal cries. Page 29 is similar in form, and presents from a new angle the matter on page 28.

Review. (*a*) Re-read pp. 26–27 with marker; then pp. 28–29. (OR)

(*b*) Then write on the board:

Find what Henny Penny said. [Children find
Find what Piggy Wiggy said. lines and read.] (SR and OR)
Find what Henny Penny did.
Find what Piggy Wiggy did.

Emphasize that each child is to look at the whole line before he tells.

(*c*) Then write, line by line:

You may play this. (SR)
Who will play Henny Penny?
Who will play Piggy Wiggy?
Who will play Dolly Dot?
Who will play Teddy Bear?
Who will play Tom?
Who will play Betty?

Play this very well.

A child must be able to read the question before he is chosen to play a part. The six parts are selected; and a "helper child" sits beside each performer to help him find out what the book has him say.

(*d*) Then the children play it. Teddy Bear and Dolly Dot are in one corner of the room; Tom and Betty, in another. Teddy Bear and Dolly Dot (or Mr. Sun) in turn should call for some one to tell about them (the first question). Two children volunteer as Rooster Pooster and Turkey Lurkey. They go to the corner and tell the message to Tom and Betty.

Seat work. Patterns of hen and pig. Children will add hats, shoes, checked or striped coat, etc. One child even added gaiters to the hen. Unnatural coloring should be put on these and not on the animals.

The test is in coloring *only* one of the animals.

(*a*) The girls will color Henny Penny.
Dear little Henny Penny
is brown, red, and green.

(*b*) The boys will color Piggy Wiggy.
Little Piggy Wiggy
is red, yellow, and blue.

Incidental reading: Dismissal. To criticize the play:

You played very well. (SR)
The play was good.

43d DAY ("Who will tell," continued; pp. 30–31)

For **Project, Word Study,** and **Group Work,** see pages 167, 163, and 166.

Incidental reading: Opening. To praise the good, have for exhibit the best pictures made the day before. Pointing to or holding up, write:

This is a very good Piggy Wiggy. (OR)
This is a very good Henny Penny.

New reading. "Who will tell," continued; pp. 30–31.

(*a*) *Drawing out the story.* Again they turn to pages 26–27, where you have them read the questions Dolly Dot and Teddy Bear presumably asked. Then they find what was said by the rooster, the turkey, and by

Henny Penny and Piggy Wiggy. They try to imitate each little animal.

Then ask "What did Rooster Pooster (and others) *do?*" (Went off to tell Tom and Betty.) So build up five sentences, as follows, with blanks; as, — *went the rooster*. Then fill in the word *Off*.

Off went the rooster. (OR)
Off went the turkey.
Off went the hen.
Off went the pig.
Off went the ———. [What?]

To emphasize the going, let them locate the animals again in the pictures.

(*b*) *Picture study*, pp. 30–31. What is Dolly Dot making for dinner on page 30? Where could she keep the knives and forks?

(*c*) They *read* with the markers *to find out* what was said and done next, and drill with find games. (OR)

Review. (*a*) Re-read aloud pp. 26 to 31 with markers.

(*b*) Find answers to questions about the characters, reading lines aloud from book: what they said, and what they did; as,

What did Tom and Betty say? [1] (SR)
What did Rooster Pooster say?
What did Turkey Lurkey say?
What did Henny Penny say?
What did Piggy Wiggy say?
What did Mrs. Mooly Cow say?

(*c*) Find certain phrases and words, child reading whole line.

(*d*) Play that part of the story.

Seat work. Pattern of cow. Tell them to dress up the cow, put on the clothes the color the real animal would not have.

Girls	*Boys* (SR)
The girls will color Mrs. Mooly Cow brown, yellow, green, and blue.	The boys will color Mrs. Mooly Cow black, red, blue, and orange.

The test is (*a*) the specified number of colors and (*b*) the right colors. Reading is converted into action.

Incidental reading: Dismissal. Personal application of new words:

What do you like to eat? (SR)
What do you like to drink?
Did you like ———— [Henny Penny, etc.]
This was fun.

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[1] Notice that the following framework serves for this and saves writing it all out: What did —— say? What did —— do?

44th DAY ("Who can tell," concluded; pp. 32–34)

For **Project, Word Study,** and **Group Work,** see pp. 167, 164, 166.

Incidental reading: Opening. Observe details in houses the children are making.

What is on the house? (Chimney, etc.) (OR)

New reading. "Who will tell." continued; pp. 32–34.

(*a*) *Preparation:* Have the children talk about what people must have when they live in a house; as, food, drink, clothes, fire, and shelter.

Write with blanks (*a*) and fill the blanks (*b*) as the children suggest.

(*a*)	(*b*)	
—— to eat	1. eggs to eat	(OR)
—— to eat	2. meat to eat	
—— to drink	3. milk to drink	
—— to wear	4. wool to wear	
—— to play in	5. a house to play in	

Drill with number game on the above. Then lengthen to sentences, writing sentence by sentence. Introduce *they* by asking "What do they have to drink?" and writing the children's answer on the board.

1. Dolly Dot has eggs to eat. (OR)
2. Teddy Bear has meat to eat.
3. They have milk to drink.
4. They have wool to wear.
5. They have a house to play in.

(*b*) *Picture study,* page 32. They discover for themselves that Baa, baa Black Sheep gave the wool, and joined the procession. What is the sheep carrying?

(*c*) *Reading for details* of what was said, etc. Use markers. (OR) Then page 33 should be read in three groups to bring out forceful expression. Let them vie with one another in imitating the animals.

Page 34 and picture study may be taken now, if there is time, or in the review period. It is the *grand ensemble.* Who are the two children? Prove that they are the same Tom and Betty.

(*d*) *Re-reading and drill.* Find game with words and phrases. Reading whole sections at once (7 of them).

Review. Pages 26 to 34. Write on the board:

Baa, baa Black Sheep, (OR)
Have you yellow wool?

Then call for the Mother Goose version of the two lines.

Play the whole story. Decide where the ten characters should be in the room. Play the story several times so that each child takes part.

Talk about which ones played their parts best. They will play it for the whole school.

Seat work. Pattern of sheep. Put shoes and a striped or checked coat or cape on him. The colors that are not natural to the sheep should be used for some of his decorations or clothing.

Girls, color the sheep, (SR)
brown, yellow, and blue.

Boys, color the sheep,
black, brown, and green.

Incidental reading: Dismissal. *Objective:* to stimulate effort.

Think who will play (OR)
Tom and Betty very well.

Think who will play
Dolly Dot and Teddy Bear well.

Think who will play
Rooster Pooster well.
etc.

45th DAY (Test, page 35)

For **Project, Word Study,** and **Group Work,** see pp. 167, 164, 166.

Incidental reading: Opening. Take a reckoning of what has been done.

The house is good.
Who made the house?
What do we have
in the house?
Who made
what we have?

Do we have a bed? (SR)
Who made a bed?
Do we have a table?
Who made a table?
Do we have a chair?
Who made a chair?

New reading. A test, page 35. Should be used for brief drill frequently.

(*a*) Review the nine animals by putting on the board their pictures with the names underneath. Then under the name of each animal write the animal's cry. These two names are thus reviewed for each animal.

(*b*) Which animals are not given on page 35? Why not?

Children play a number game with page 35. You say a number, children find it, read the two lines for themselves; raise hands. Child called on goes to board and does what the second line of the direction says; as,

1	2
(SR) The pig did not say, "Cock-a-do." Find the one that did. [Child points to rooster.]	The rooster did not say, "Baa." Find another that did not. [Children point to eight other animals.]

"Three-decker" cards may be stood on the blackboard ledge for the children to point to after reading in their books.

Review. *Objective:* to review pp. 1–34 by means of a Story Party.

A period during the day should be given to "studying" (meaning "reading carefully," not memorizing) the pages of the story assigned to the group, the teacher supervising.

9 Gray Squirrels, pp. 26–34. (A story) (OR)
7 Gray Squirrels, pp. 12–18. (A story)

8 Bunny Rabbits, pp. 1–9. (A story)
5 Bunny Rabbits, pp. 21–25. (A story)

2 Bunny Rabbits, pp. 10, and 19. (Poems)

Each child should read through the entire story of his group, for he will not know which page he will get to read. When he comes to a word that he does not know, he should raise his hand to ask you. Simply tell him, but note on paper such words for the child, for later individual drill. Children may also read together in pairs and ask each other.

Have slips of paper with page numbers on them. When the children draw, they put these slips into the book at the right page. They should not sit and "study" their pages, while the others of their group are reading aloud.

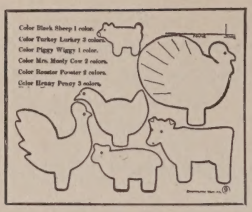
When the reading takes place, the whole group for the story should sit facing the class, and the other children should close their books and listen to these children read.

This is an excellent way to see how the class has gained in reading strength. Either in note book or on cards keep the child's record of ease in reading, ways he stumbles, etc.

As an incentive, say that one of the groups will be chosen to read to another class, or group.

Seat work. Diagnostic test No. 9.

The sheet furnished by the publishers may be used; or the teacher may hectograph the animals; or the children may draw them from patterns. This preparation should not take too much of the children's time from the interpretation of directions.


Color Black Sheep 1 color.
Color Turkey Lurkey 3 colors.
Color Piggy Wiggy 1 color.
Color Mrs. Mooly Cow 2 colors.
Color Rooster Pooster 2 colors.
Color Henny Penny 3 colors.

Color Black Sheep 1 color. (SR)
Color Turkey Lurkey 3 colors.
Color Piggy Wiggy 1 color.
Color Mrs. Mooly Cow 2 colors.
Color Rooster Pooster 2 colors.
Color Henny Penny 3 colors.

Incidental reading: Dismissal. To review *one another:*

Good-by, Rooster Pooster. [Fill in different names.] (OR and SR)
Say Good-by to one another. [Aisles do this.]

WORD STUDY

41st day. *Objectives:* (*a*) to teach initial *l*, (*b*) to develop new words.

(*a*) The initial *l*. Key word, *little*. Review *little* and *like*. Blend with *et* (let), and *ot* (lot).

(*b*) Develop new words of the reading lesson. Say that the barnyard animals have some new names. Write "Rooster" on the board, cover *r*, and have the children pronounce "ooster." Then write:

Rooster ooster

After they have pronounced in that form, insert "P" before the second and have the children say:

Rooster Pooster

Children will delight in saying "Rooster Pooster" over and over again, while some child draws him on the board freehand and another from the pattern. Write "Rooster Pooster" under the better picture.

Then develop "Turkey Lurkey" in the same way, have the pictures drawn, and inscribe the name to the better one.

These animal names from folk tales are used to prepare the children for later reading of the tales.

Drill by find games until the children are reasonably familiar with:

Who will tell?
Rooster Pooster Turkey Lurkey

Then ask: "Who has the little play house?" and write the children's answers on the board:

Dolly Dot has the little house
Teddy Bear has.

Thus the word *has* can be brought out.

42d day. *Objectives:* (*a*) to teach *ee*, (*b*) to teach new words and final *y*.

(*a*) The phonogram *ee*. Key word, *Wee, wee*. Blend *ee* with *b* (bee), and *s* (see).

(*b*) Develop *Henny Penny* and *Piggy Wiggy* as you did the two others.

Henny Piggy
enny iggy

Insert the initials *P* and *W*, to give the names. After the children have drawn these on the board, write the caption under the better.

Then ask what else they (or Mr. Sun) could tell Tom and Betty about Dolly Dot and Teddy Bear. . . . What things would they do in the little house? . . . What do children do before they come to school? . . . [Get *eat.*] Write:

What has Henny Penny for Dolly Dot to eat? (eggs)
What has Piggy Wiggy for Teddy Bear to eat? (meat)

Thus you get two rhyming words:

eat
meat eggs

Draw two eggs beside the word *eggs*.

Write on the board:

eggs to eat
meat to eat

43d day. *Objectives:* (*a*) to teach *ch*, (*b*) to teach *oo*, (*c*) to develop new words of lesson.

(*a*) The double consonants *ch*. Key word, *chair*. Repeat the "Pup Jingle" (page 59) and combine the phonograms *ap, ip, op* with *ch* in a "Tit-tat-toe" game: *chip, chap, chop*.

(*b*) The phonogram *oo*. Key word, *Moo*. Blend *oo* with *t* (too), *b* and *h* (Boo, hoo), and *c* (coo).

(*c*) Then write on the board: "think." Say that you are thinking of a word that sounds like "think." The children guess, until some one says *drink*. Then write on the board:

drink What do you like to drink?

The children suggest different things, among them milk. Therefore write:

milk You like milk to drink. (OR)
Mrs. Cow has milk.

Ask what some people call the cow:

Mooly Cow (OR)
Mrs. Mooly Cow

44th day. *Objectives:* to teach (*a*) initial *y*, (*b*) initial *n*.

(*a*) The initial *y*. Key word, *you*. Blend *y* with *ell* (yell) and *et* (yet). Review *yellow*, *yes*, *you*, and *your*.

Play Vocabulary Guessing Game with words beginning with *y:*

yard	yell	yes	yet	you
yawn	yellow	yesterday	yonder	young

(*b*) The initial *n*. Key word, *not*. Blend *n* with *et* (net), *ot* (not*), *ut* (nut), *an* (Nan), *ell* (Nell), and *at* (Nat).

45th day. *Objectives:* (*a*) to review *ag*, *eg*, *ig*, *og*, *ug* with consonants; (*b*) to develop coming words.

(*a*) Review the short vowels of the "Bug Jingle," page 59.

	t	*b*	*f*	*w*	*r*	*m*	*h*	*p*	*d*	*e*	*n*
ăg	tag	*bag	—	*wag	rag	—	—	—	—	lag	nag
ĕg	—	*beg	—	—	—	—	—	peg	—	leg	—
ĭg	—	*big	fig	*wig	rig	—	—	*pig	dig	—	—
ŏg	—	—	fog	—	—	—	hog	—	—	log	—
ŭg	tug	*bug	—	—	rug	mug	hug	pug	dug	lug	—

Put this chart on the board gradually as you build the words. Sound the rhymes across; then down. Ask who can find the *t* words and read them; who can find the *ag* words; etc. This is an aid in phonetic spelling.

Play a definition game with the words. As you describe the word, a child finds, points to, and reads:

T. Find the word that is fruit we eat.
CH. [Finds and says word] . . . Fig.
T. Find the word that names an animal.
CH. [Finds] . . . Pig.
T. Find the word that names a game.
CH. [Finds] . . . Tag.

(*b*) Present the words *one* and *another*, new words of the next lesson. Say, "I am going to write the name of 1," and then write "one."

one 1
1 one

Then draw a pig and write: "This is *one* pig." Draw a second pig and write: "This is *another* pig."

This is one pig. This is one Rooster Pooster. (OR)
This is another pig. This is another Rooster Pooster. [Draw roosters.]

Designate two rows and tell them that they may do what the Chalk says:

You may say Good morning (SR)
to one another.

GROUP WORK

41st day. *Whole class.* Test winners of diagnostic test No. 8 by flash drill of other words of week. Gray Squirrels go to puzzle games.

Medium and poor. Play Vocabulary Guessing Game with words beginning with *l;*

lamb	land	lay	leaf	lemon	lily	listen	look
lamp	laugh	lazy	leg	like	lion	little	long

Review words ending in *y*, doubling the consonants: *Teddy, Henny Penny, Piggy Wiggy.* Add *Dolly* and *Polly.* Medium group, project.

Poor group. Flash word drills.

42d day. *Whole group.* Rapid phrase card drill. Gray Squirrels go to project.

Medium and poor. Drill with phonograms *at, ell, en, un, ed, ot, e, ee,* and initials *s, t, b, f, w, r, m, th, c, g, sh, p, d, l.* Play the Ladder Game. Let children vie with one another in climbing up (and then down). Select:

at	*ell*	*en*	*un*	*ed*	*ot*	*e*	*ee*
at	bell	Ben	bun [1]	bed	cot [1]	be	bee
bat	fell	den [1]	fun	fed	Dot	me	see
cat	sell	men	gun	led	got	she	Wee [1]
fat	shell	pen	run	red	lot	the	
mat	tell	ten	shun [1]	shed	pot	we	
pat	well	Then	sun	Ted	rot		
rat				wed [1]	shot		
sat					tot [1]		
tat [1]							
that							

Medium group go to games.

Poor group. Drill on things most needed by individual children.

[1] Teach meanings.

43d day. *Whole class.* Vocabulary Guessing Game with words beginning with the *ch* sound:

chair	cheer	chime	China	chip	chunk
chap	chew	chin	Chinaman	chop	church

Gray Squirrels play Ladder Games in pairs.

Medium and poor. Flash word drills. Medium group go to project.

Poor group. Blending words with phonic cards.

44th day. *Whole class.* Word drills for blackboard work with vocabulary beginning with *a, b, c, d, e, f,* and *g.*

a	*b*	*c*	*d*	*e*	*f*	*g*
a	Baa, baa	bird	can	(*Leave this space empty. Tell children it will soon have a word in it.*)	Find	girl
after	barn	Bow, wow	cat		for	Gobble
am	Bear	boy	did		fun	good
and	bed	But	do			
at	Betty	black	Cock-a-doodle-do			
	big	brown	dog			
			Come			
			Dolly			
			cow			
			Dot			
			cluck			
			down			
			duck			

With a rubber pen charts of this sort can be made on oak tag and used for drill in find games. Such a chart saves time.

By building up these words on the board or on a chart you help the child unconsciously to learn the alphabet. Gray Squirrels go to project.

Medium and poor. Rapid finding and reading aloud of first and last lines (pages 1–25), as you announce number. Medium group, Ladder Game.

Poor group. Flash word drill.

45th day. *Whole class.* Ladder Game with chart on page 165. Add to it the words *chat, Nat, Nell, Ned, not*; too*, boo*, Moo*, coo, shoo.* Gray Squirrels go to games.

Medium and poor. Number drills to 25. Medium group, project.

Poor group. Individual attention.

OPTIONAL AND SUPPLEMENTARY PROJECTS

41st day. Cut or tear paper animals; make clay animals; make Dolly Dot's house on the sand table; or make an illustrated book of children's work.

42d day. Make a "Dressed-up Animal Book." Draw each animal first — this day, rooster and turkey — and then put hats, coats, shoes, etc., on them. These may be highly colored. The animal itself should be naturally colored. Let the slow children use patterns.

A dressed-up rooster, turkey, hen, and pig can be made into stand-up cut-outs for the sand table or teacher's desk.

Make a booklet of such illustrations by copying on strips of paper:

> This is Henny Penny. [etc.]

and letting the best child illustrator of each day paste the strip on his sheet to make part of a real book. These sheets can eventually be put together so that children can take them home to read them to their mothers. The book is therefore a composite of the work of the children, and a great incentive to effort. The child's name should accompany each illustration.

43d day. A Health and Language lesson would naturally supplement the lesson of the day before; "Best Foods for Breakfast, Dinner, and Supper." Let the children make a food chart, using pictures from magazines. This is a class lesson — one chart for the room. The development of the words *drink* and *milk* (page 163) may be taken here.

44th day. Dressed-up animals and booklet continued.

45th day. Completion of House Project; Animal Booklet; procession of dressed-up animals in frieze over blackboard; sand table with dressed-up animals in procession from little house to Tom and Betty; blackboard drawing of this procession by child who draws best.

For this day, class plays story for school, or other class.

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry Pictures.* Doll's Bath (1120), Sheepfold (505).

Conversation. Food, drink, and shelter.

Story-telling. Story retold. Also see p. 449.

Dramatization. Story acted.

Language. What to eat, drink, and wear; food booklet. Cutting out pictures of foods and printing names below; as, *apple.*

Nature study. Where we get wool, food, drink; where we get houses.

Incidental numbers. Testing *1–7* in number games; counting from *25–35;* recognizing pages *1–35* in book.

Collections. Things made of wool; pieces of wool as sample of wool. Pictures of different foods for Health Chart. Dressed-up animals in pictures; books with dressed-up animals.

Games. (*a*) *Ladder Game,* p. 165.

SONG GAMES, POEMS, AND STORY-TELLING

Song games. (*a*) "Humpty Dumpty." *Songs with Music*, p. 69; Crowninshield's *Mother Goose Songs*.

(*b*) "The Mill," Poulsson's *Finger Plays*, p. 66.

Poems to read or recite to children: (*a*) "Humpty Dumpty." *Mother Goose*. See p. 430.

(*b*) "I had a little hen." *Mother Goose*. See p. 430.

(*c*) "What does the bee do?" Rossetti. See p. 438.

(*d*) "This is the house," *Riverside Primer*, p. 74.

Story-telling. (*a*) "How Patty Gave Thanks." Poulsson's *In Child's World*. See p. 449.

(*b*) "Fox Lox." Hoxie's *Kindergarten Story Book*, p. 45.

Referring to table of contents. Begin frequently by having first page of table of contents re-read down to date, stressing tities of selections and giving drill in finding page numbers for certain selections.

NOTES

PLAYING PARTY

Primer, pages 36–52

In these pages longer lines are given to encourage greater quickness in eye sweeps across the page. At intervals important phrases are played up in shorter, more striking form.

10th week. "Playing party," Primer, pp. 36–39.
11th week. "Jumping Jack," Primer, pp. 40–43.
12th week. "Jumping Jack had a party," pp. 44–52.

TENTH WEEK

("Playing party," pages 36–39)

Specific objectives.

1. To become familiar with dialogue, to find different speeches; to act.
2. To turn pages quickly to find things; to search a page for information.
3. To interpret directions applied to two different groups.
4. To have a Story Party, reviewing pages 21–35.
5. To attach certain lines of text to the pictures.
6. To re-read to find answers to questions.
7. To learn *ill, ack, eet,* and *qu* and to review all work in phonetics.

Materials.

1. Patterns: Dolly Dot, Teddy Bear, milk bottle, loaf of bread, squirrel, rabbit.
2. Diagnostic test No. 10: *Gray Squirrels, Bunny Rabbits, rabbit, squirrel;* choosing an alternative.
3. Word cards: squirrels (rabbits), playing (party), some (bread), gray (yes), please (thank), white (Thank you), puts (want).
4. Phonic cards.

Front	*Back*	*Front*	*Back*
will / ill	*ill*	Quack / Qu	Qu *qu*
Quack / ack	*ack*	Tweet / eet	*eet*

5. Puzzle games Nos. 17 and 18.
   No. 17. Hey diddle, diddle.
   No. 18. Phonetic elements for blending.

New words.

46th day		*47th day*	*48th day*	*49th day*	*50th day*
Gray (*say*)	some (*s*)	Please (*s*)	Boo, hoo, hoo	puts (*s*)	(*Review*)
Squirrels (*s*)	bread (*s*)	Yes (*s*)	want (*s*)		
playing (*s*)	Bunny	Thank (*s*)			
party (*s*)	Rabbits	white (*s*)			

Phrases. *For drill:*

Playing party; you can play this; may I have; Thank you; Yes, you may; I want to come; bread and milk; This is good.

For supplying different words in blanks:

A little —— will play ——; you will have ——; some ——; Please, may I ——; —— the table; —— drinks the milk; —— eats the ——.

OPTIONAL AND SUPPLEMENTARY

I. Projects, occupations, and free-time activities. See page 179.

II. Correlation with other subjects. See page 180.

III. Supplementary song games, poems, and stories. See page 180.

READING PERIODS

Note. *Pictures.* Characters presented on page 36, dressed up a new way that suggests party. Pictures suggest: beginning; the party itself; the interruption; and the conclusion (four steps in a story). Bon-bons to be talked about. Does the picture on page 36 really come at the beginning or the end of the party? How many bon-bons have been pulled to get the caps? Note that the pictures illustrate the climax for each page.

Text. Silent reading for characters and stage properties on page 36. Pages 37 to 39 in dramatic form, in which the numbers make it easy to act or practice parts. Politeness taught in saying *Please*.

46th DAY ("Playing party," page 36)

For **Project, Word Study,** and **Group Work,** see pp. 179, 177, 178.

Incidental reading: Opening. Ask the Gray Squirrels to stand. Then say and write:

Good morning, Gray Squirrels. (SR)
Say Good morning to one another.

From now on list very particularly on the bulletin board under Gray Squirrels the better group of children who pass the additional word test given in each Group Work lesson following the diagnostic test lesson.

New reading. "Playing party," page 36.

(*a*) *Lead up to* this by talking about parties. Then put the following sentences on the board, one by one, as the talk develops around party. The children finally can read party in the three sentences.

We can have a party. (OR)
I like to play party.
Playing party is fun.

Next ask, "What do we do at a party?" . . . [Children talk about it.] Write:

We eat at a party.	(What?)	(OR)
We drink at a party.	(What?)	
We play at a party.	(What?)	

In talking about eating, drinking, and playing put on the board:

eat	eggs	milk	some milk
drink	milk		some bread
play	meat		

"Who can come to our party?" . . . [Children talk.]

"Where can we have a party?" . . . [Children talk.]

(*b*) *Picture study*, page 36.

(*c*) *Read to find out* who will play different persons at the party; what they must have to play the story (table, and how many chairs, for whom); and what to eat.

(*d*) *Then play find games.* Find the line that says, "A little girl" in it. The child reads the whole line. Find another line that has it. Take phrases at the beginning of sentences, then take them at the end.

Then have the children pick out and read sentences in groups; as,

What will little girls play? . . . What will little boys play? . . . What is the first thing you must have? . . . For whom must you have chairs? . . . What two other things must you have?

The sentences can thus be read in five groupings.

As the children tell you, write on the board:

Playing party (SR)

Who will play

Betty .....a little girl
Dolly Dot.....a little girl
Tom .....a little boy
Teddy Bear .....a little boy

What you will have

a table
a chair for Betty
a chair for Tom
a chair for Dolly Dot
a chair for Teddy Bear
some bread
some milk

Such a scheme built up on the board as the children search the page and find the information ties up the words in another way.

Review. (*a*) Re-read page 36 to prepare for the play.

Talk about who might play the parts to-morrow; what will be the table, how might they get chairs and bread and milk. What might they use in playing instead of real bread and milk?

(*b*) Review perception cards. On blackboard ledge build "three-decker" paragraphs in varying combinations.

Seat work. Patterns of Tom, Betty, Dolly Dot, and Teddy Bear.

Draw and color a suit or dress and hat on them, following the directions:

Color Tom black and blue. (SR)
Color Betty green, yellow, and brown.
Color Dolly Dot orange and brown.
Color Teddy Bear brown and black.

Incidental reading: Dismissal. Differentiate Gray Squirrels and Bunny Rabbits. When you write the question, the children will look on the bulletin board and tell you:

Good-by, Gray Squirrels. (SR)
Good-by, Bunny Rabbits.
Say Good-by, to one another.

47th DAY ("Playing party," continued; p. 37)

For **Project, Word Study,** and **Group Work,** see pages 179, 177, and 179.

Incidental reading: Opening. Those you write to are to rise and reply:

Good morning, Gray Squirrels. (SR and OR)
Good morning, Bunny Rabbits.
Did you have some bread and milk?

New reading. "Playing party," continued; page 37.

(*a*) *Talk about* how Tom and Betty would behave at a party. As opportunity presents itself (or is deliberately created by you), ideas like the following are put on the board. They offer excellent opportunity to emphasize politeness.

Please, may I have some bread? Yes, Betty, you may. (OR)
Please, may I have some milk? Yes, Tom, you may.
Thank you.

Have children point to these as you ask:

"What is the polite way to ask for bread? . . . for milk? . . . What do you say when you take it? . . . What would your Mother say when you ask for it?"

(*b*) *Picture study*, page 37. What does it tell you about where the different persons are? etc.

Then have the children find the names of the speakers to associate with the picture. Drill with a number game on them. (Take merely the names of the speakers, not what they say.) Have a child read, finally, the list of speakers from 1 to 6.

Ask whether 7 and 8 are speaking or doing. If doing — doing what? Compare them with the picture.

(*c*) *Read to find out* what is said. Take markers and work down the page, speech by speech. Keep the rest of the speech hidden. This does not confuse the child by presenting a coming field of text to puzzle him.

(*d*) *Then practice* reading the dialogue between Tom and Betty. Choose two good Gray Squirrels. They should face the class. Read the first line yourself. Then the class moves the marker down, speech by speech as the Gray Squirrels read. After each child reads aloud have the class verify by approval or correction. Then have a Bunny Rabbit find the sentence on the board.

Take this procedure for each line on page 37; first silent reading of the one line by everybody, then oral reading by the chosen person, then verification by class, and finding of same line on board.

Two Bunny Rabbits will read lines 7 and 8.

Two other Gray Squirrels will next read straight through with markers moved down as they read, but not stopping for verification (unless there is a mistake), or for matching. Then two other Gray Squirrels will read it

Then a Gray Squirrel and a Bunny Rabbit who volunteers. Several in this combination.

Then Bunny Rabbits.

Review. Pages 36–37.

(*a*) First read page 36 aloud to answer the questions: Who play? What do you have?

(*b*) Practice the dialogue reading, as described in "New Reading" above. Have them tell what else they could say if they played it.

(*c*) Play it without books, introducing additional conversation.

Seat work. Teach the color word *white*. If there is snow, make use of that; or use chalk to designate white; or in spring talk about snowdrops.

Patterns of bottle of milk and loaf of bread; or freehand pictures by some children. Talk about rich yellow cream and how it rises to the top of the bottle.

Gray Squirrels may color the milk
yellow and white.
They may color the bread
brown and yellow.

Bunny Rabbits (SR)
may color the milk white.
They may color the bread
brown and white.

Incidental reading: Dismissal. On the bulletin board is the list of Gray Squirrels. The children will count to answer the questions:

We have —— Gray Squirrels. (SR)
We have —— Bunny Rabbits.

48th DAY ("Playing party," continued; p. 38)

For **Project, Word Study,** and **Group Work,** see pages 180, 178, and 179.

Incidental reading: Opening. To differentiate groups:

Good morning, boys and girls. (SR)
The Bunny Rabbits may come up to me.
Thank you.

New reading. "Playing party," continued; p. 38.

(*a*) Develop the sound [1] of *Boo, hoo, hoo* from *Moo, moo,* on the board.

Moo, moo, moo (Cover *M*, and have them sound *oo*)
oo oo
B h
Boo hoo (From *Boy, bird,* etc.)

How would the dolly feel when she said that? Practice it.

(*b*) Review the story: Who are playing? . . . What do they have? [Read page 36] . . . Who talk first? [Page 37] . . . Who else are at the party? . . . Have they talked yet? . . . What do you think they would say? . . .

(*c*) Picture study. Turn to page 38 and talk about the picture.

(*d*) Read to find out what is being said. Use markers, and go through procedure described on page 173.

Ask which are the impolite parts. Why? Make them polite.

Review. (*a*) Pages 36–38. One child may read aloud page 36, and another child point to the things mentioned in the lines read. [Have the words on the board low enough to be reached.]

(*b*) Re-read page 37, two Gray Squirrels volunteering first; then a Gray Squirrel and a Bunny Rabbit; then two Bunny Rabbits. Re-read page 38, in the same way.

(*c*) Play pages 37 and 38, with different children for each page.

Seat work. Pattern of Dolly Dot. Have children draw eyes, nose, and mouth, but make the mouth turn up in one in a smile, and turn down in the other in a pout. Show the class how to do this. Look at the papers to be sure that each child has a smiling doll and a frowning or pouting doll.

Color the Dolly Dot that says "Boo, hoo, hoo" brown.	Color the Dolly Dot that says (SR) "Thank you" blue and yellow.

[1] May be taken in the Word Study period, if desired.

Incidental reading: Dismissal. To differentiate groups.

Who made this? [Teacher holds object up.]
The Gray Squirrels may play. (They go.) (SR)
The Bunny Rabbits may run off and play. (They go.)

49th DAY ("Playing party," concluded; p. 39)

For **Project, Word Study,** and **Group Work,** see pages 180, 178, and 179.

Incidental reading: Opening. To lead up to actual party.

We may have another play. (OR)
We may play party.
That is fun!

New reading. "Playing party," continued; p. 39.

(*a*) Develop the words *puts* and *at* in reviewing. Ask, What kind thing can Tom do when Dolly Dot cries? . . . Did he? . . .

Tom *puts* Teddy Bear at the table. (OR)
Betty puts Dolly Dot at the table.

Questions: How will this part of the play be different from the other parts? . . . How will they sit? . . . How will Dolly Dot and Teddy Bear talk now? . . .

(*b*) Talk about the picture on page 39. Why is the pitcher on the floor in this picture? Where did the children get their caps? How do you know that Tom and Teddy are polite little boys? (Giving caps to ladies first.) Tom and Betty are pulling a bon-bon to get a paper hat to wear. (See picture on page 36.)

(*c*) Find out what they did. Read with markers. Practice how the last two speeches might be read to make the class feel that it was a "fine party."

(*d*) To drill, give a number on page 39, and a child says or does what the line says.

Then play a number game with pages 37 to 39, giving the children their first experience in turning pages quickly to find the number and to read what it says. (OR)

Review. (*a*) Re-read dialogue of pages 37–39, different children for each number. Have other children read "what they did." Children use markers to follow.

(*b*) First have four Gray Squirrels read the dialogue; then four Bunny Rabbits; then two Gray Squirrels and two Bunny Rabbits.

(*c*) Then play the whole story.

Seat work. Patterns of Dolly Dot, Teddy Bear, milk, and bread.

The boys will color Teddy Bear brown. (SR)
They will color the milk yellow and white.
The girls will color Dolly Dot blue and red.
They will color the bread brown.

Incidental reading: Dismissal. Talk about the play, then write on the board, and let the children decide which it was:

The play went well. (Or "was not good.") (SR)
Say Good-by to one another.

50th DAY (Review)

For **Project, Word Study,** and **Group Work,** see pp. 180, 178, 179.

Incidental reading: Opening. To arouse anticipation:

We will have a party. (OR and SR)
We will have a party for IA (or IB).
What can we eat?
What can we drink?
What can we play?

New reading. *Objective:* to get ready for the Story Party of the afternoon.

Re-read pages 21 to 34 with the Bunny Rabbits, so that fourteen Rabbits can take part, each reading a page. While you are doing that, some Gray Squirrels may be making a big poster with a picture and "Come to the party" on it to go in the corridor, and others, "studying" pages 36–39.

Review. A Story Party. This is always a lesson in polite listening, while some of the class entertain by reading familiar material aloud.

1 Gray Squirrel, page 36. (OR)
2 Gray Squirrels, dialogue, page 37. (OR)
2 Gray Squirrels, dialogue, page 38. (OR)
2 Gray Squirrels, dialogue, page 39. (OR)
1 Gray Squirrel, what the book says, directions pp. 37–39. (OR)
2 Gray Squirrels act page 37.
4 Gray Squirrels act pages 38–39.
14 Bunny Rabbits read about The Little House, pp. 21–34. (OR)

Use slips of paper for the children to draw their pages, to prevent studying ahead.

Seat work. Diagnostic test No. 10.

(SR) Color Dolly Dot 3 colors.
Color Teddy Bear 1 color.

The Gray Squirrels will color
the rabbit brown and yellow.

The Bunny Rabbits will color
the squirrel red and yellow.

Color Dolly Dot 3 colors.
Color Teddy Bear 1 color.
The Gray Squirrels will color the rabbit brown and yellow.
The Bunny Rabbits will color the squirrel red and yellow.

Incidental reading: Dismissal. Criticism of party.

The party was very good. (SR)
Mary played very well.
——— played very well.
——— played very well.

WORD STUDY

46th day. *Objectives:* (*a*) to teach *ill;* (*b*) to review vocabulary from *h* to *p*.

(*a*) The phonogram *ill*. Key word, *will*. Blend with *s* (sill), *t* (till), *b* (bill), *f* (fill), *m* (mill), *h* (hill), or *ch* (chill).

(*b*) Review vocabulary beginning with *h*, *i*, *k*, *l*, *m*, *n*, *o*, and *p*.

h	*i*	*j*	*k*	*l*	*m*	*n*	*o*	*p*
has	I	(*Say a good word is coming*)	Kitty	like	made Mooly cow	not	Off	Penny
have	in			little	may morning		on	pig
hen	is				meat mountain		one	Piggy
Henny					Mew Mr.			play
house					milk Mrs.			
How					Moo			

47th day. *Objective:* to review *an, at, ad, ag* with consonants.

Build the following chart on the board, column by column, by holding a consonant card in front of the vowel combinations, and writing the words given:

	s	*t*	*b*	*f*	*w*	*r*	*m*	*c*	*h*	*p*	*d*	*l*	*n*
an	——	tan	——	fan	——	*ran	*man	*can	——	pan	Dan	——	Nan
at	*sat	tat	bat	fat	——	rat	mat	*cat	hat	pat	——	——	Nat
ad	sad	——	bad	fad	——	——	mad	——	*had	pad	Dad	lad	——
ag	sag	tag	*bag	fag	*wag	rag	——	——	——	——	——	lag	nag

Play definition and find games.

T. Find a word that is the name of a boy.
Ch. (Reads column across, silently) . . . Dan.

48th day. *Objectives:* (*a*) to teach *ack*, (*b*) to teach *q* and *qu*.

(*a*) The phonogram *ack*. Key word, *Quack*. Blend *ack* with *s* (sack), *t* (tack), *b* (back), and *p* (pack). Practice *ack, eck, ick, ock, uck* with different consonants in table form.

	t	*s*	*r*	*p*	*d*	*l*	*b*	*w*
ack	tack	sack	rack	pack	—	lack	*back	—
eck	—	—	—	peck	deck	—	beck	—
ick	tick	sick	—	pick	Dick	lick	—	wick
ock	tock	sock	rock	—	dock	lock	—	—
uck	tuck	suck	—	puck	*duck	luck	buck	—

(*b*) Initial *q*. Usually combined with *u* — *qu*. Key word, *Quack*.

49th day. *Objectives:* (*a*) to teach *eet*, (*b*) to review vocabulary from *q* to *y*.

(*a*) The phonogram *eet*. Key word, *Tweet*. Blend *eet* with *b* (beet), *f* (feet*), *m* (meet), and *sh* (sheet), stressing *feet* particularly.

(*b*) Drill with vocabulary[1] beginning with *q*, *r*, *s*, *t*, *u*, *v*, *w*, and *y*.

q	*r*	*s*	*t*	*u*	*v*	*w*	*y*
quack	red	said	table think	up	very	Wake went	yes
	river	saw	Teddy This			walk will	you
	rooster	say	Bear to			want with	
	Rooster	sea	tell told			was wool	
	Pooster	sheep	Thank Tom			We what	
	round	shine	that tree			Wee, wee While	
	run	sit	The turkey			wear Who	
		some	the Turkey				
		sun	Then Lurkey				

50th day. Review all phonograms and consonants. (See page 296.)

GROUP WORK

46th day. *Whole class.* Gray Squirrels (those who "passed" diagnostic test No. 9) are tested before the class with additional words of previous week, each card to be held so that entire class sees it, thus giving unconscious drill to all. Needless to say the cards should be constantly shuffled, for children are quick to memorize. Gray Squirrels go to puzzle games.

Medium and poor. Play the Rhyming Game with *ill*. When some one gives *Jill* ask for "Jack and Jill." Medium group go to project.

Poor group. Talk about diagnostic test sheets of these children. Show them how to improve.

[1] If used for phonetic drill omit words beginning with *sh*, *th*, and *wh*.

47th day. *Whole class.* Rhyming Game with *an, at, ad,* and *ag.* Gray Squirrels go to project.

Medium and poor. Flash word drill. Medium group go to puzzle games.

Poor group. Play Find-the-line Game with Primers. Announce a page from 1–25 and say first or last line. The children find and read the line specified.

48th day. *Whole class.* Vocabulary guessing game with *qu:*

quack	quarrel	queen	quick	quince
quake	quart	queer	quill	quoits

Gray Squirrels go to project.

Medium and poor. Flash drill of words and phrases. Medium group make numbers with corn, beans, shoe pegs or pebbles.

Poor group. Individual help, as needed.

49th day. *Whole class.* Flash phrase drill with cards. Gray Squirrels go to games.

Medium and poor. Test reviewed, Primer, p. 35. Write names of nine animals on board. When you announce a number, the children take a quick look at the two lines of that number, lay their books face down, and come to the board and point. Medium group go to project.

Poor group. Phonetic drills.

50th day. *Whole class.* Rhyming games with phonograms. (See page 296). Gray Squirrels go to project.

Medium and poor. Forfeits Language Game with cards. Medium group go to games.

Poor group. Individual drill.

OPTIONAL AND SUPPLEMENTARY

PROJECTS

46th day. Start the children in various ways of expressing the party activity. Some may work it out in paper; others, with clay: pitchers, plates, glasses, bonbons and caps, etc. Talk about how to dress paper dolls; to make party dresses.

To-day begin "party dresses" for the paper doll characters which the children already have. (Tom and Betty.)

47th day. Make a table, chair, bread, milk for a tiny party shown on sand table or desk.

48th day. Complete the making of the play "properties": table, chair, bread, milk, etc.

49th day. Play the party for themselves with paper dolls on desk and two or four children reading the parts.

50th day. To have a real party in the class room, with bread and butter sandwiches and milk, would be a good climax.

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry Pictures.* Millet's Feeding the Birds (521), Olivie's Inquietude (1115).

Conversation. How to behave at a party; things to do and have.

Story-telling. Story retold. Also see pp. 444–450.

Dramatization and pantomime. Party acted; playing the party without saying a word.

Language. Things to eat at a party. Party book, pictures with sentences written underneath.

Nature study. Wholesome things to eat at a party. Where paper for caps came from [tree pulp].

Incidental numbers. Number games with numbers from *1–21;* new numbers, *35–40.*

Collections. Doll's dishes. Seed pods as table decorations.

Games. (*a*) *The King of France.*

SONG GAMES, POEMS, AND STORY-TELLING

Song games. (*a*) "The King of France." Hofer's *Children's Singing Games*, p. 10.

The king of France with forty thousand men,
Marched up the hill,
and then marched down again.
The king of France with 40 thousand men,
(Supply different numbers
here, each to be equal to
a thousand, a child impersonating
a thousand soldiers.)
[Salute the flag]
[Beat the drums]
[Blow their horns]
[Wave the flags]
[Draw their swords]
[Shoulder arms]
[Hold their guns]
etc.

The teacher can have perception cards (as "Salute the flag") to flash to give cue to what they are to sing and imitate.

Children form in two opposite rows. A child marches between the two rows singing the first part; while the rows sing the marching part, marching towards each other and back. Children watch for the flash card and stand still, sing and imitate as the card is shown.

(*b*) "Making Bread," Poulsson's *Finger Plays*, p. 70.

Rhymes and poems: (*a*) "Hey diddle, diddle," *Mother Goose.* See p. 430.

(*b*) "Jack Sprat," *Mother Goose.* See p. 430.

(*c*) "Whole Duty of Children," Stevenson. See p. 436.

(*d*) "Suppose," Phœbe Cary. See p. 441.

Story-telling. (*a*) "The Cooky." Richards's *Golden Windows*, p. 94, Bryant's *How to Tell Stories*, p. 144.

(*b*) "Come, Dolly dear." *Riverside Primer*, p. 24.

(*c*) "Epaminondas and His Auntie." Bryant's *Stories to Tell Children*, p. 63.

(*d*) Review stories, pp. 444.

Finding pages. Count to 50. Give drills in turning pages; as, "Find page 10. Now leaf to page 20 and tell what the picture is," etc.

ELEVENTH WEEK

("Jumping Jack," pages 40–43)

Specific objectives.

1. To fix the names of the features of the head (eyes, ears, nose, mouth).
2. Oral Reading. To put more life into the lines on account of the conversation. To bring out the humor of page 43.
3. Silent Reading. To gain in quick reading of what the different paragraphs say and to tell the thought.
4. Seat Work. To blend freehand and patterns.
5. Uniformity of line, encouraging regular eye movements; effort to increase speed in running eye across page. Quick perception of the short lines at end of lessons.
6. Phonetics: (*a*) *and* and *ake;* (*b*) "Little Lazy *e*"; (*c*) final *ing* and *s*.

Materials.

1. Pattern: Jumping Jack.
2. Diagnostic test No. 11: *mouth, nose, eyes, ears, feet, hands, his, Jumping Jack.*
3. Word cards: jump (says), look (hands), making (feet), see (eyes), two (mouth), nose (are), laugh (ears).
4. Phonic cards:

Front	*Back*	*Front*	*Back*	*Front*	*Back*
[and / and]	[*and*]	[playing / ing]	[ing]	[wake / ake]	[*ake*]

5. Puzzle Games Nos. 19 and 20. *Mother Goose.*

No. 19. Jack and Jill. No. 20. Jack, be nimble and Jack Sprat.

New words.

51st day	*52d day*		*53d day*		*54th day*	*55th day*
Jumping Jack	jump (*s*)	see	hands	Shake	ears (*s*)	are(*s*)	(*Review*)
him	Look (*s*)	His (*is*)	feet	two (*s*)	nose (*s*)	laughed(*s*)	
making	saying	says (*s*)	He	eyes (*s*)	mouth (*s*)		

Phrases. *For drill:*

Jumping Jack; making him jump; See him jump; Shake hands; laughed and laughed.

For supplying different words in the blanks:

Look at ——; —— him; See him ——; See his ——; He is ——; Shake hands with ——; He has two ——; He has a ——; You are ——.

OPTIONAL AND SUPPLEMENTARY

I. Projects, occupations, and free-time activities. See page 192.

II. Correlation with other subjects. See page 193.

III. Supplementary song games, poems, and stories. See page 193.

READING PERIODS

Note. *Pictures.* What are the children saying in each picture? Find the line that tells about the picture. Why has Teddy toppled over on page 41?

Text. Note the progression in paragraph form, an increase in difficulty, playing up important ideas on pages 42 and 43 in short sentences. A physiology story — hands, feet, eyes, ears, nose and mouth.

51st DAY ("Jumping Jack," page 40)

For **Project, Word Study**, and **Group Work,** see pages 192, 188, and 191.

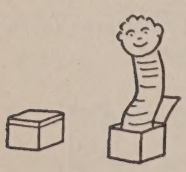
Incidental reading: Opening. Draw a Jumping Jack. Write:

Do you have a Jumping Jack? (OR)
A Jumping Jack is fun.

New reading. "Jumping Jack," page 40.

Write:

See who has come to see you.



Draw a box on the board. Then pretend to open it, and draw a Jack jumping out. Write underneath:

Jack in the box

Talk about other funny toys until some one suggests again the Jumping Jack of the early five-minute Incidental Reading. Write his name again on the board:

Jumping Jack

Talk about what fun you could have with a Jumping Jack. What do you think Tom and Betty would like to do with a Jumping Jack?

(*b*) Then turn to page 40 with markers, and read to find out. As each line is read class and teacher should comment on it by either tying it up with the picture or associating it in some way with the child's interest. How would Tom tell about the Jumping Jack?

(*c*) Use cards for drill.

Review. (*a*) Place a unit like the following on the board, numbered, and play number games mentioned in the front of the book:

(OR)
1. Look! look!
2. See Jumping Jack jump.
3. Look at him.
4. See him jump.
5. We like Jumping Jack.
6. He is fun.
7. But Jumping Jack
   can not eat meat.
8. Jumping Jack
   can not eat eggs.
9. Jumping Jack
   can not drink milk.

(*b*) Re-read page 40.

Seat work. Freehand drawing of a Jumping Jack. Show on the board how jointed he is.

(SR)
Make a Jumping Jack.
Color him red and blue.
Dear me! What fun he is!

Incidental reading: Dismissal. Hold up the Jumping Jack.

(SR)
Good-by, Mr. Jumping Jack.
See Jumping Jack.
He looks at you.
Say Good-by to him.

52d DAY ("Jumping Jack," continued; p. 41)

For **Project, Word Study,** and **Group Work,** see pages 192, 189, and 191.

Incidental reading: Opening. Write:

Do you want to make a Jumping Jack? (SR)
Who want to make him?
Who think they can?
(Tom) says he can. [Let Tom draw one on board.]
Yes, Tom can.

New reading. "Jumping Jack," continued; p. 41.

(*a*) Begin with questions for review, which you write on the board, one by one:

1. What makes Jumping Jack jump? . . . (SR)
2. How is Jumping Jack made? . . .
3. What did they do with Jumping Jack? . . .
4. What can jump in Jumping Jack? . . .

(*b*) Read aloud, using the marker in following down the page. Four Gray Squirrels read what Tom said, line by line. Five Bunny Rabbits read what Betty said, line by line.

(*c*) Use cards for drill.

Review. (*a*) Begin with a blackboard unit that uses the new words. A real Jumping Jack adds zest.

1. Jumping Jack is fun.
2. He has two hands.
3. See his hands jump.
4. Look! look!
5. He has two feet.
6. Look at his feet jump.
7. What fun he is!
8. Mr. Jumping Jack, have you a bed? (OR)
9. Have you sat on a chair?
10. Have you sat at a table?

(*b*) Re-read pp. 40–41, with the Find Game in which the child finds a phrase and reads the line that has it.

Seat work. Draw a Jumping Jack either freehand or from a pattern.

Color Jumping Jack yellow and blue.
Color his hands black.
Color his feet red and brown.
Color a bed for him. (SR)
Color the bed brown and white.
Color a chair for him.
Color the chair green.

Incidental reading: Dismissal. Play the Hands Game. Point to the different directions, and have the children act:

(*a*) One hand up.
One hand down.
Another hand up.
Another hand down.

(*b*) Hands up. (SR)
Hands down.
Good-by.

53d DAY ("Jumping Jack," continued; p. 42)

For **Project, Word Study,** and **Group Work,** see pp. 192, 189, 192.

Incidental reading: Opening. Draw a head and insert mouth, nose, and eyes. Write:

Have you a mouth?
Have you a nose?
Have you ears?
Have you eyes?

Hands up. (OR and SR)
Hands down.

New reading. "Jumping Jack," continued; p. 42.

(*a*) Anticipating. Tell the story of the little animal that discovered its senses; smell, taste, hearing, sight, etc. Write on the board as the story develops:

Little Pig has two eyes to see with. (OR)
Little Pig has two ears.
Little Pig has a nose.
Little Pig has a mouth to eat with.

Then write:

What do you have? (SR)
Do you have two eyes? [Point to the two eyes.]
Do you have two ears? [Point to the two ears.]
Do you have a mouth?
Do you have a nose?

Draw a picture of a head on the board and insert eyes, ears, nose and mouth, writing the words beside it:

eyes ears nose mouth

Taking up Jumping Jack, ask: "What does Jumping Jack do when you play with him?" (*Shakes himself.*) Then write on the board:

makes	(Cover the *m*)	sh	(From *sheep*)
akes		shakes	

(*b*) Picture study. The children turn to page 40 and leaf over to 42. How do Tom's eyes and mouth differ from Jumping Jack's? Can Jumping Jack take care of himself as you can? What thing can you do for yourself that he cannot do? Who must do them for him? How?

(*c*) With the marker they then read through page 42 to find the lines that tell what Betty does, what Tom does, and what Betty says.

Review. (*a*) Write on the board:

What fun Jumping Jack is! (OR)
See him shake!
See his mouth.
See his nose.
See his two ears.
See his two round eyes.
What a good Jumping Jack he is!
He looks like you.

Draw a Jumping Jack on the board as you write the unit. Fill in the features, as you describe them. Then call on different children to color the picture on the board as you write the directions. A child colors it, and the class comments.

Color his mouth red. (SR)
Color his eyes blue.
Color his ears yellow.
Color his nose red.

Then play the find and number games with the above units.

(*b*) Re-read pages 41–42. Gray Squirrels may practice reading the speeches on pp. 41 and 42 to show the Bunny Rabbits how to do them well.

Seat work. Freehand, draw the big round head of a goblin. Put in a mouth, nose, eyes, and ears.

Make a mouth.	Color the mouth red.	(SR)
Make a nose.	Color the nose yellow.	
Make two ears.	Color the eyes green.	
Make two eyes.	Color the ears yellow.	

Incidental reading: Dismissal. Action game to review:

Hands up. (SR)
Feet up. [marching step.]
Good-by.

54th DAY ("Jumping Jack," concluded; p. 43)

For **Project, Word Study,** and **Group Work,** see pages 192, 190, and 192.

Incidental reading: Opening. To review *shake:*

(SR)
Good morning, boys and girls.
Can you jump like Jumping Jack?
Can you shake hands like Jumping Jack?
Shake hands with one another.
Shake hands with me.

New reading. "Jumping Jack," concluded; p. 43.

(*a*) Review the story from the pictures, pp. 40–42. Then re-read with markers, pp. 40–42.

(*b*) Talk about the new picture on page 43: What is Betty saying to Tom? . . .

(*c*) Read to find out. Use markers. Have eight Bunny Rabbits and eight Gray Squirrels alternate in reading the lines.

Review. (*a*) Write on the board, first for silent reading; then number the sentences and play number and find games:

(SR and OR)		
Have you a nose? Yes.	You eat with the mouth.
Have you a mouth? Yes.	You see with the eyes.
Have you two ears? Yes.	What do you do with the nose? [1]
Have you two eyes? Yes.	What do you do with the ears?

(*b*) Re-read pages 42–43. (OR)

Seat work. Draw a head freehand.

(SR)

Put in a mouth.	Put in two eyes.
Color the mouth.	Color the two eyes.
Put in a nose.	Put in two ears.
Color the nose.	Color the two ears.

Incidental reading: Dismissal. Write on the board:

(OR)
How can you play with Jumping Jack?
Can you make his hands jump?
Can you make his feet jump?
Can you shake like him?
Shake hands with him.
Can you shake and shake and shake?

The children can play this with a real Jumping Jack.

---

[1] Some child will be sure to say "blow it," and give you a chance for a hint on the proper etiquette of the handkerchief.

55th DAY (Review)

For **Project, Word Study,** and **Group Work,** see pp. 193, 191, 192.

Incidental reading: Opening.

Well! well! well! (OR)
You are a Jumping Jack.
That is fun.
Shake like Jumping Jack.

New reading. (*a*) Review pages 36–43. Write on the board the following questions, one by one, and talk about them:

Do you like Tom? . . . (SR)
You do like him. . . . [Talk about it.]
You have told me that you like Tom.

Do you like Betty? . . .
You do like Betty. . . . [Talk about it.]
You have told me that you like Betty.

Do you like Jumping Jack? . . .
You do like him. . . . [Talk about it.]
You have told me that you like Jumping Jack.

(*b*) How would Betty and Tom read in the Primer if they were a little boy and girl? Who want to play being Betty? Being Tom?

The children try reading whole sections, at a time, beginning with page 36 and going to page 43. There is a wider space between sections. Note which ones have improved in reading endurance.

Review. Review animals and their cries:

Jumping Jack can not say Tweet. (OR)
He is not a bird.

Jumping Jack can not say Gobble.
He is not Turkey Lurkey.

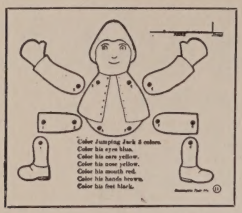
Jumping Jack can not say Mew.
He is not a cat.

Jumping Jack can not say Bow, wow.
He is not a dog.

Jumping Jack can not say Cock-a-doodle-do.
He is not Rooster Pooster.

Jumping Jack can not say Cluck, cluck.
He is not Henny Penny.

Seat work. Diagnostic test No. 11.



Color Jumping Jack 5 colors. (SR)
Color his eyes blue.
Color his ears yellow.
Color his nose yellow.
Color his mouth red.
Color his hands brown.
Color his feet black.

This is the most difficult diagnostic test so far given. It forces the child to read through seven lines of directions. Besides this test of constant thinking, which is reading, it tests his knowledge of new words. The ears do not show, so the child who is observant will leave them uncolored or insert them where they should be. The five colors for Jumping Jack should be applied to his clothes, too.

Incidental reading: Dismissal. To imitate Jumping Jack:

	(*a*)	(*b*)	
(OR)	Good-by.	Boys and girls,	(SR)
	You little Jumping Jack.	Jump up, like Jumping Jack.	
	We like you.	Good-by.	
	We have fun with you.	Run and play.	

WORD STUDY

51st day. *Objectives:* to teach (*a*) phonogram *ake*, and (*b*) final *ing*.

(*a*) The phonogram *ake*. Key word, *wake*. Blend *ake* with *t* (take*), *b* (bake), *r* (rake), *m* (make*), *c* (cake), *l* (lake), *qu* (quake — earthquake), and *sh* (shake*). Emphasize *take*, *make*, and *shake* particularly. Keep this list on the board.

(*b*) Final *ing*. Key word, *playing*. In a previous lesson we had *playing* without comment. Write on the board these four words, pronounce them, and ask which parts sound alike:

Playing
Jumping
saying
making

Underline *ing* in each word, then erase the front parts and write other words in front of *ing* to form words like the following, which the children have had. Select from these.

ask*ing*	do*ing*	find*ing*	look*ing*	play*ing*	see*ing*	want*ing*
bow*ing*	drink*ing*	go*ing*	Moo*ing*	putt*ing*	tell*ing*	wear*ing*
call*ing*	eat*ing*	jump*ing*	Mew*ing*	say*ing*	think*ing*	wait*ing*

Pronounce these carefully, enunciating final *g* fully.

52d day. *Objectives:* to teach (*a*) phonogram *and* and (*b*) final *e*.

(*a*) The phonogram *and*. Key word, *and*. Write on the board the word *and* and under it write:

See the *and*.

Tell the children to watch how many different things you are going to make these words say. Then write in succession.

See the sand.
See the band.
See the hand.

Stress *hand* particularly, for it appears in the next lesson.

Play a game. Write on the board:

Put up one hand. (SR)
Put down one hand.
Put up two hands. [Children guess *two*]
Put down the two hands.

(*b*) Present *ate* by asking, "What did you eat to-day?" and writing on the board, saying the words:

Tom ate an egg.
Mary ate some bread.

Then lead up to presenting final *e*.

Final *e* is not sounded, but it usually makes the previous vowel say its own name. Key word, *ate*. Present this rule in a striking story. Begin by saying:

"We have a visitor to-day — Little Lazy *e*. She hangs on to the tail of words and is too lazy to say her own name. But she makes something else say its name. This is the way she does it:

"Here is Little Lazy *e*." (Print *e* on the board. At another part of the board write *at*, a word which the children know.) "Now tell me what 'Little Lazy *e*' does to this word *at*. I shall let little Lazy *e* hang on to the tail of the word *at* and you watch what happens." (Pretend to bring *e* over to *at*, write it at the end, making *ate*, and children pronounce *ate* with long sound of *a*.) "Which letter had to say its name?" (Child says *a*.)

Pronounce the *ake* words, with children underlining "Little Lazy *e*": as, shake.

53d day. *Objectives:* (*a*) to review "Little Lazy *e*" rule, (*b*) to teach final *s*.

(*a*) "Little Lazy *e*." Have the children tell you the two things about

"Little Lazy *e*"; (*1*) She will not say her name, and (*2*) she makes another letter say its name.

For rapid drill, put on the board words with short vowels that the children have had. Pronounce them. Add "Little Lazy *e*" to each and then pronounce. Be sure that the children get the differences in meaning. Underline final *e*.

Short a	*Long a*	*Short a*	*Long a*	*Short i*	*Long i*	*Short o*	*Long o*	*Short u*	*Long u*
at	(ate*)	man	(mane)	pin	(pine)	hop	(hope)	cut	(cute)
hat	(hate)	cap	(cape)	rip	(ripe)	not	(note)	tub	(tube)
can	(cane)	mad	(made*)	bit	(bite)	rod	(rode*)		
pan	(pane)			fin	(fine*)				

(*b*) Final *s* (Buzzing sound). Key word, *runs*. Tell the children that curly *s* is sometimes like a snake that hisses and sometimes like a bee, that buzzes.

*s*aid (hiss) — draw a snake here
run*s* (buzz) — draw a bee here

Hissing S	*Buzzing s*	
*s*aying	i*s*	play*s*
make*s*	say*s*	ha*s*
*s*ays	hi*s*	eye*s*
jump*s*	hand*s*	ear*s*

Underline the "Hissing *s*" with red chalk or crayon and the "Buzzing *s*" with blue. Practice the two lists. Some children have a tendency to sharpen the soft *s*.

Ask the children where the "Buzzing *s*" often comes. They will tell you at the end of words.

54th day. *Objective:* to review final *ing*, "Little Lazy *e*," and "Buzzing *s*."

Write:

Play*ing*	at*e*	run*s*
say*ing*	fin*e*	hand*s*
Jump*ing*	rip*e*	eye*s*
mak*ing*	made	ear*s*

Have children underline final *ing* with yellow crayon; "Little Lazy *e*" with green; and "Buzzing *s*" with orange. Number them and play the Number Game.

55th day. *Objective:* to review short-vowel combinations.

Review the short-vowel combinations on the board. Group the vowels in columns, putting at the top of each column its final letter. If this list is built up on the board by degrees — column by column — you can have excellent drill with the sounds. It would be too confusing to begin with the entire table.

b	*d*	*g*	*m*	*n*	*p*	*t*	*x*
a...ab...	ad...	ag...	am...	an...	ap...	at...	ax
e...eb...	ed...	eg...	em...	en...	ep...	et...	ex
i... ib...	id...	ig...	im...	in...	ip...	it...	ix
o...ob...	od...	og...	om...	on...	op...	ot...	ox
u...ub...	ud...	ug...	um...	un...	up...	ut...	ux

After each column is written, pronounce the syllables up and down. Then pronounce the syllables across, getting the various combinations. This repeated drill will help to fix the short vowel sounds.

GROUP WORK

51st day. *Whole class.* Those who did diagnostic test No. 10 right are quizzed with additional words of the previous week. Gray Squirrels go to project.

Medium and poor. Drill on words ending in *ing*. Ladder Game. Medium group go to puzzle games.

Poor group. Review of weak points.

52d day. *Whole class.* Play the Who Can Game. Write directions on board, and children act out by rows:

Play that you rake. (SR)
Play that you make a cake.
Shake hands with one another.
Take this.

Gray Squirrels go to puzzle games.

Medium and poor. Apply the rule of "Little Lazy *e*," or final *e* making a vowel say its name. Write the following short vowel words on the board and then before the children's eyes add "Little Lazy *e*" to each.

fad	fade	dam	dame	can	cane	fat	fate	cap	cape
mad	made	Sam	same	man	mane	hat	hate	tap	tape
		tam	tame	pan	pane	rat	rate		

Medium group go to project.

Poor group. Individual help, as needed.

53d day. *Whole group.* Flash phrase card drill. Gray Squirrels go to project.

Medium and poor. Rhyming games with phonograms *ake* and *and.* Medium group go to project.

Poor group. Puzzle games under your supervision.

54th day. *Whole class.* Apply the rule of final *e* ("Little Lazy *e*"). Write on the board words of column (*a*) on a ladder, pronounce them; then write the words with final *e* to each word to get the words in column (*b*). Pronounce the columns, (*a*) and (*b*), across:

(*a*)	(*b*)	(*a*)	(*b*)	(*a*)	(*b*)	(*a*)	(*b*)
*pet	Pete	Tim	*time	rip	*ripe	con	cone
hid	*hide	din	dine	*bit	bite	*hop	*hope
rid	*ride	fin	*fine	*kit	*kite	cut	cute
dim	*dime	pin	pine	rob	robe	*not	*note
rim	rime	win	wine	rod	*rode	tub	tube

Gray Squirrels go to project.

Medium and poor. Build paragraphs with "three-decker" cards. Medium group go to puzzle games.

Poor group. Review.

55th day. *Whole class.* Forfeits Language Game. Gray Squirrels go to project.

Medium and poor. Rhyming games with phonograms *ake* and *and.* Medium group go to puzzle games.

Poor group. Individual drill as needed.

OPTIONAL AND SUPPLEMENTARY

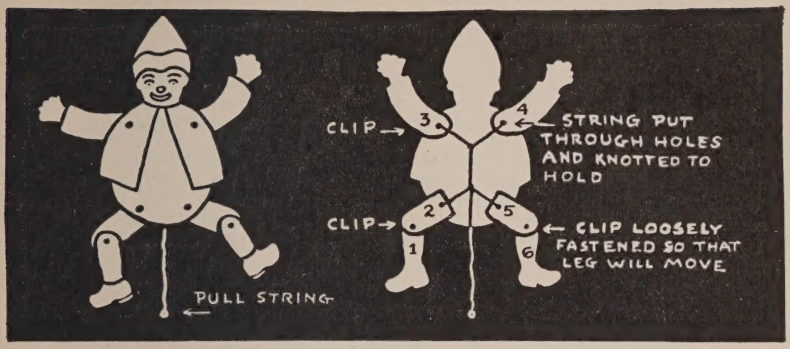
PROJECTS

51st day. Make easy toys, as balls, blocks, etc., in clay, or draw them on paper and cut out and paste; paper folding; ships, pin wheels, Christmas boxes, picture frames, etc.; making toy animals for a Noah's ark.

52d day. Make a big Jumping Jack from a pattern.

53d day. Make a border of colored toys for over the blackboard, — balloons, balls, tops, ships, kites, locomotive, toy animal, hoop, doll, kiddy car, etc. Make toys for a Christmas tree poster.

54th day. Make a toy shop on the sand-table, or the desk. Toys can be made of paper, cardboard, or wood. Toys can be made for Christmas.



Front view.

Back view showing how it is put together with string and six clips.

55th day. Make a big Jumping Jack poster for the classroom as a class project. The children should plan his shape and colors. A group of children can draw and color him. Wrapping paper can be used.

CORRELATION WITH OTHER SUBJECTS

Picture Study. *Perry Pictures.* Brittain's Safe Quarters (3245), kangaroo (9243, 2 cts.).

Conversation. Jointed toys, and how to have fun with them.

Story-telling. About Jumping Jack. Also see p. 450.

Dramatization and pantomime. Acting the story.

Language. Making a "Face" book, about features of face; as, "I have a mouth," etc.

Nature study. Health talk on parts of body and how to keep well. For instance, if Jumping Jack got dirty, his hands and feet would not move so well.

Incidental numbers. Finding pages from numbers in contents.

Collections. Pieces of wood out of which to devise jointed animals; corn cob dolls; tooth-pick dolls. Clips, etc., to fasten things together.

Games. (*a*) *Looby Loo*, below.
(*b*) *Who Can*, p. 191.

SONG GAMES, RHYMES, AND STORY-TELLING

Song games. (*a*) "Looby Loo," Hofer's *Children's Singing Games*, p. 32; *Songs with Music*, p. 128.

LOOBY LOO

Here we dance looby loo,
Here we dance looby loo.
Here we dance looby loo,
all on a Saturday night.

The children circle and sing. Then they stop in a half circle and watch as teacher flashes cards indicating actions; as, "left hands" "right hands," "right feet," "left feet,"

Put your right hands in,
put your left hands out,
Then give your right hands
a shake, shake, shake
and turn yourselves about.
[Children imitate actions as they sing]

(*b*) "Jack and Jill." Bentley's *Play Songs*, p. 36; *Songs with Music*, p. 58.
(*c*) "The Kangaroo." Bentley's *Play Songs*, p. 10.

Rhymes and poems. (*a*) "Jack and Jill," *Mother Goose.* See p. 430.

(*b*) "Jack, be nimble," *Mother Goose.* See p. 430.

(*c*) "Brow bender," *Mother Goose.* See p. 430.

(*d*) "At the Sea-side," Stevenson. See p. 436.

(*e*) "The Elf Man." John Kendrick Bangs.

(*f*) "The White Snow." *Riverside Primer*, p. 108.

Story-telling. (*a*) "The Noah's Ark." See p. 450.

(*b*) "China Rabbit Family." Poulsson's *In the Child's World*, p. 86.

(*c*) "Why Morning Glory Climbs." Bryant's *How to Tell Stories*, p. 129.

Table of contents. Begin some Primer lessons with a minute drill in finding selections and corresponding pages on p. v of table of contents. Carry this to date on p. vi. Put a premium on finding place in book quickly and quietly.

NOTES

TWELFTH WEEK

("Jumping Jack had a party," pages 44–52)

Specific objectives.

1. Oral Reading: for variety in expression, "How do you do?" on p. 46, "Please, Milk, where are you?" p. 48, "Come, Milk," etc., p. 50, "ate them all up," p. 51.
2. Silent Reading: details of party, pp. 44–45; what they did, pp. 48–51; retelling in own words.
3. Seat work. Use of both pattern and freehand.
4. Playing a story: getting points in the development from the pictures; playing up the conversation, etc.
5. Picture study: The pictures deliberately planned to tell the story by depicting various stages of a well-balanced story: (1) scene and characters; (2) the coming of the characters, the reception; (3) the obstacle (what?); (4) trying to overcome the obstacle, or the untangling; (5) the climax and conclusion.
6. Reading endurance. Re-reading full pages or sections at a stretch. Reading in relay.
7. Eye movements. Much repetition in this story to develop quicker eye movements, in reading familiar material.
8. Phonetics: *j, k, ound, ank;* review.

Materials.

1. Patterns: apple, egg, butter, potato, plate, meat, bread, milk bottle.
2. Diagnostic test No. 12: *Meat, Potato, Butter, Bread, Apple, Milk, Egg.*
3. Word cards: wait (others), asked (apple), could (potato), without (butter), go (where), called (all), count (from), words (numbers).
4. Phonic cards:

Front	*Back*	*Front*	*Back*	*Front*	*Back*	*Front*	*Back*
jump j	J *j*	look k	K *k*	round ound	*ound*	thank ank	*ank*

5. Puzzle Games Nos. 21 and 22. *Mother Goose.*

No. 21. Little Miss Muffet. No. 22. Little Jack Horner.

New words.

56th day	*57th day*	*58th day*	*59th day*	*60th day*
had	asked(*s*)	could(*s*)	ran	Here	count(*s*)
came	Apple(*s*)	without(*s*)	out	ice-box	from(*s*)
sat	Butter	Go(*s*)	where(*s*)	found	words(*s*)
waited(*s*)	Potato(*s*)		called(*s*)	ate	number(*s*)
others(*another*)				them	it
				all(*called*)	

Phrases. *For drill to lengthen perception span:*

Jumping Jack had a party; Dolly Dot and Teddy Bear came; All the others came but Milk; They could not have the party; They had to go and find Milk; Please, Milk, where are you? They found Milk; Milk was in the ice-box; Then what do you think? They ate them all up.

For supplying different words in the blanks:

to the ——; on the ——; for the ——; in the ——; with the ——; at the ——; (prepositions); —— came; They all said ——; —— had —— ——; without ——; —— ran out to ——; Where are ——.

OPTIONAL AND SUPPLEMENTARY

I. Projects, occupations, and free-time activities. See page 204.

II. Correlation with other subjects. See page 205.

III. Supplementary song games, poems, and stories. See page 205.

READING PERIODS

Note. *Pictures.* The pictures represent stages of the story. Why do the people on page 45 look so pleased? Who arrived first? How do you know that they are polite people? How is Mrs. Potato like Mrs. Cow on page 30? What might Mr. Egg have borrowed from Rooster Pooster on page 26? What did Bread borrow from Rooster Pooster before he went? Why do they all look so scared on page 47? Where are they going on page 48? Why is the duck laughing on page 49? Where did they find milk? Who is hanging on to the door on page 50? Who did not get there to find him? Why is the hat rising from Egg's head on page 51? Why does Jumping Jack look so pleased?

Text. Much repetition in story form. Effective review on page 51 in short lines. A Health Story.

56th DAY ("Jumping Jack had a party," pages 44–45)

For **Project, Word Study,** and **Group Work,** see pp. 204, 201, 203.

Incidental reading: Opening. Write:

Good morning. (OR)
How do you like parties?
We can have another party.

Conversation about what kind of party, etc., leads to project.

New reading. "Jumping Jack had a party," pp. 44–45.

(*a*) Let the pictures guide the conversation about this queer party in the pantry. Visualize the coming to life of the toys and the foods in the pantry when the family is asleep. Who gives the party? . . . Who are there? . . . Find them in the pictures. . . . Which of the foods on page 45 is it best to have come to a children's party? Which ones are best for grown-up people's dinners?

(*b*) Then read to get definite answers to questions: Who was the first to come? . . . Who was invited last? . . . Which of these live in the pantry? . . . Which, in the cellar? . . . Which, in the nursery? . . .

Use markers in reading page 44. Drill with cards to fix the names of the characters on page 45. Play the Find Game for phrases.

Review. (*a*) Copy on the board and have children read silently and find the lines that answer each question.

Will this party be fun? (SR)
Who came to the party?
Who had the party?
Who is asked to the party?
Did Jumping Jack ask you?
Why not?

(*b*) Re-read Primer, pages 44 and 45.

Seat work.[1] Patterns (Potato, Apple). Selection of *a* or *b*.

(*a*) Gray Squirrels,
Apple was asked to the party.
Apple came.
Color the apple green and red.

Potato was asked to the party.
Color the potato brown.

(*b*) Bunny Rabbits, (SR)
Potato was asked to the party.
Potato came.
Color the potato brown and white.

Apple was asked to the party.
Color the apple green and yellow.

Incidental reading: Dismissal. To associate food words with children's daily life:

Do you like apples? (OR)
Do you like potatoes?
Do you like bread and butter?
Do you like eggs?

57th DAY ("Jumping Jack," continued; pp. 46–47)

For **Project, Word Study,** and **Group Work,** see pp. 204, 202, 203.

Incidental reading: Opening. To anticipate coming story.

Jumping Jack is having a party! (OR and SR)
Do you want to come?
I do.

New reading. "Jumping Jack had a party," continued; pp. 46–47.

(*a*) Picture study. Talk about the questions, What did they do at the party? Who else might have been asked? (Water.)

[1] Drawings may be made into little Food Books for the children to take home.

(*b*) Then read to find out. For the first reading use the markers.

Practice lively reading of "How do you do" on page 46 and Jumping Jack's command on page 47.

Why were they so disturbed that Milk did not come? Did Jumping Jack do right to make them hunt for Milk?

(*c*) Play the reception. Find out from the lines on the page in what order the guests came and how many came. Distribute the word cards for the characters. The children will hold their names up before them. Let them come to Jumping Jack in a procession and act out the How do you do. To add more fun to it, some of them can give the Greetings Song.

Review. (*a*) Write a line at a time, with oral reading and comment:

We can play that we are at the party.
Who could play Mrs. Potato?
Who could play Mrs. Bread?
Who could play Mrs. Apple?
Who could play Mrs. Milk?
Who could play Mr. Egg? (SR)
Who could play Mr. Meat?
Who could play Mr. Butter?
Who could play Jumping Jack?
Who could play Dolly Dot?
Who could play Teddy Bear?

(*b*) Act pp. 46–47, with different sets of children each time. Add something to the greetings by having them ask how their mothers, fathers, sisters, or brothers are.

Seat work. Let the children who want to try this freehand do so. The others will use patterns of Meat and Bread. Choice of *a* or *b*.

(SR)

(*a*)

Gray Squirrels,
Meat sat down at the party.
Color Mr. Meat brown and yellow.

Bread sat down at the party.
Color Mrs. Bread brown.

(*b*)

Bunny Rabbits,
Bread sat down at the party.
Color Mrs. Bread yellow and brown.

Meat sat down at the party.
Color Mr. Meat red.

Incidental reading: Dismissal. Looking back on what was done:

What fun it was to play How do you do! (OR)
Good-by.

58th DAY ("Jumping Jack," continued; pp. 48–49)

For **Project, Word Study,** and **Group Work,** see pp. 204, 202, 203.

Incidental reading: Opening. To lead to a conversation:

Where do you live, Mary? (Give different names.)
Where do apples live? (SR)
Where do potatoes live?

New reading. "Jumping Jack had a party" continued; pp. 48–49.

(*a*) Before they open their books, talk about the previous part of the story. Have two Gray Squirrels and two Bunny Rabbits read the four preceding pages (pp. 44–47). Talk about the questions: "What did they do?" . . . "Where did they look?" . . .

(*b*) Comment on the pictures.

(*c*) Then, with the use of markers, read line by line to get the details of the story. Take the first six lines silently to find the order in which they went, whether they went fast or slow, and why they went. Have these answered by words of the different sentences.

Read the next part with markers. Then practice making each speech more and more eager and worried.

(*d*) Play the Find Game.

Review. (*a*) Write questions on the board and talk about them:

Where could they look for Milk? (OR)
Where do you think Milk was?
How did they call for Milk?

(*b*) Re-read pp. 46–49 aloud to see how to play the story. Let the children decide where they will look. Play the story.

Seat work. Have patterns of butter, egg, and a plate. Draw the plate first, then place the butter in the right position over the plate and draw it. Draw the egg. Copy on the board:

(SR) Gray Squirrels,
you may color the butter yellow
and the egg brown.

Bunny Rabbits,
you may color the egg yellow
and the butter yellow.

Here the directions are given in longer run-over sentences.

Incidental reading: Dismissal. To talk about kinds of stores. Number and play game. (SR)

Where do you go for bread? (OR and SR)
Where do you go for butter?
Where do you go for potatoes?
Where do you go for meat?
Where do you go for milk?
Where do you go for apples?
Where do you go for eggs?

59th DAY ("Jumping Jack," concluded; pp. 50–51)

For **Project, Word Study,** and **Group Work,** see pp. 204, 202, 203.

Incidental reading: Opening. To make children suggest.

Where do you think Milk is? (OR)

New reading. "Jumping Jack had a party," concluded; pp. 50–51.

(*a*) Review the story. Let the Bunny Rabbits do all this re-reading. They will choose six of their number to come to the front of the room and each read a page in relay. As the pages are read, comment on pictures.

(*b*) Page 49 leaves the children wondering where Milk was all this time. They have talked about this and made guesses. Now they will read to find out whether Milk came. Why was Milk in the ice-box? What things are best for little boys and girls to eat?

(*c*) Practice expression in re-reading the speeches on page 50. Play the Find Game with phrases.

Review. (*a*) Write questions, one by one, on the board to talk about:

(OR) Where was Milk? . . .
How is the ice-box? . . .
Why did Milk tell where he was? . . .
What did they say to him? . . .

(SR) Did he want to come?
What told you that he did not want to come?
What did they do to Milk?
What did they do to all the others?

(*b*) Play the whole story.

Seat work. Freehand. Draw picture of milk with ice-box or table.

(SR) Bunny Rabbits, put Milk on a table.
Color the table green.
Color Milk yellow and white.

Gray Squirrels, put Milk in the ice-box.
Color the ice-box brown.
Color Milk yellow and white.

Incidental reading: Dismissal. Write on board:

Do you want to play this for some one to see? (OR)
You could.

60th DAY (Review)

For **Project, Word Study,** and **Group Work,** see pp. 205, 203, 204.

Incidental reading: Opening.

Who could play this well? . . . (SR)
They ate up Bread.
They ate up all the others?
Did you like that?

New reading. Have rapid review reading to see who will play in the stories. Bunny Rabbits re-read pages 36–39 and 40–43 to prepare for the review lesson or Story Party.

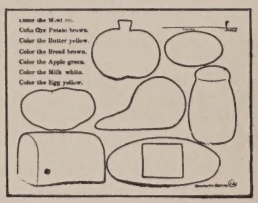
Gray Squirrels will review their parts themselves. (See Review.)

Review. A Story Party to review Primer, pp. 36–51.

"Jumping Jack had a party," pp. 44–51
7 Gray Squirrels read, page by page. (OR)
10 Bunny Rabbits play the story.
"Playing Party," pp. 36–39
4 Bunny Rabbits read, page by page. (OR)
4 Gray Squirrels play the story.
"Jumping Jack," pp. 40–43
4 Bunny Rabbits read, page by page. (OR)
"Who will tell," pp. 26–34 (Alternate for one of above.)
9 Gray Squirrels read, page by page. (OR)
9 Bunny Rabbits play the story.

Seat work. Diagnostic test No. 12.

(SR) Color the Meat red.
Color the Potato brown.
Color the Butter yellow.
Color the Bread brown.
Color the Apple green.
Color the Milk white.
Color the Egg yellow.


Color the Meat red.
Color the Potato brown.
Color the Butter yellow.
Color the Bread brown.
Color the Apple green.
Color the Milk white.
Color the Egg yellow.

Put a dot to the one
that was in the ice-box.

Incidental reading: Dismissal. To pantomime:

Play that you eat some bread and butter. (SR)
Play that you drink some milk.

WORD STUDY

56th day. *Objective:* to review.

(*a*) Review the rule about "Little Lazy *e*" at the end of a word lengthening a previous vowel. Key word, *ate*. Sound *came*.

dim	Tim	*at	fin	hid	hat	*bit	*can
*dime	*time	*ate	*fine	*hide	hate	bite	cane

Put a long line over the letter that says its name.

(*b*) Flash word drills in a match.

57th day. *Objectives:* (*a*) to teach *j*, (*b*) to review.

(*a*) Teach the initial *j*. Key word, *jump*. Call for "Jack and Jill" from the class. Write on the board:

Jack and Jill
Went up the hill.

(*b*) Have a flash drill of all phrase and word cards.

Or review table for 55th lesson again, building up gradually. (p. 191.)

58th day. *Objectives:* to teach (*a*) *ound* and (*b*) *k*.

(*a*) The phonogram *ound*. Key word, *round*. Blend with *s* (sound), *f* (*found), *h* (*hound). Stress *found* (next lesson).

(*b*) Emphasize the sound of final *k* from *look*. Key word, *look*. Have the children pronounce after you, to get good sound:

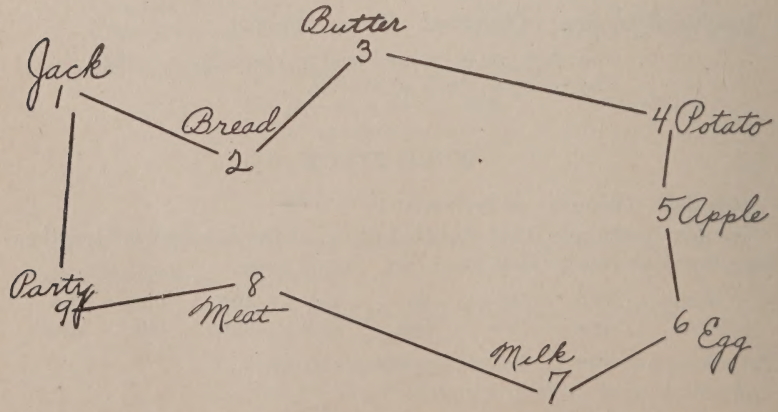
ask, bank, black, cock, duck, drink, Jack, milk, thank, think, walk.

Give an exaggerated sound to the final *k*. A good device is to put the words in 12 circles (or pennies) numbered. Play the Number Game. Let children count them by saying the words, as you (or they) give numbers.

59th day. *Objectives:* (*a*) to teach *ank*, (*b*) to review by Railroad Game.

(*a*) The phonogram *ank*. Key word, *thank*. Blend *ank* with *s* (sank), *t* (tank), *b* (*bank), *r* (rank). Stress *bank* (place to keep money).

(*b*) Play the Railroad Game. Play that the class is taking a journey to Egg's home, and only those can go who know how to say the names of the stations. Then print on the board at different zig-zag places some words and connect them with a line. To make the trip longer come home another way:



Let a child be the conductor and call stations. If he misses a "station-word," some one else takes his place. Sometimes it pays to put difficult words in colored chalk, provided the children can see it. By changing the words for stations you can make vital review. Sometimes have the train go another way; erase lines and connect differently.

60th day. *Objectives:* (*a*) to play game, (*b*) to review, (*c*) to build sentences.

(*a*) Build sentences with the "under-potent" words, Primer, page 52, or supply blanks in building sentences on the board. Page 196.

(*b*) Play the Word Game on page 52. This is similar to the Railroad Game, but here "under-potent" words from preceding pages are given.

(*c*) Review weak spots and divide the class, making special note of children who are slow at recognizing words.

GROUP WORK

56th day. *Whole class.* Talk about diagnostic test No. 11. Test with sight words of previous week, holding cards so that all the class can see. Groups released go to project or puzzle games or build numbers with corn, beans, etc., each day this week.

Medium and poor. Vocabulary Game with words beginning with *l, d, qu,* and *y.*

Poor group. Flash drills with troublesome words.

57th day. *Whole class.* Drill on making sentences by filling in blanks on the board. Page 196.

Medium and poor. Phonic drill with *ake, and, eet, ack,* and *ill* with consonants *b, f, h, j, l, m,* and *w.* Build up chart on board.

Poor group. Individual drill as needed.

58th day. *Whole class.* Rhyming games with phonograms *ound, ake, and, eet, ack,* and *ill.*

Medium and poor. Flash phrase and word drill.

Poor group. Individual work filling blanks in sentences.

59th day. *Whole class.* Use "How do you do?", "I am very well," and other Pre-Primer cards in 3-line paragraphs:

(*a*) How do you do?[6]
I can play with you.[8]
I am[7] (Jumping Jack, etc.).

(*b*) Good morning[3]
What am I?[7]
I am[7] (Meat, Egg, Apple, etc.).

(*c*) The boys said[4]
Do you know what we have?[20]
We have[18] (Jumping Jack, etc.).

(*d*) The girls said[4]
Do you know what we have?[20]
We have[18] (a play house).

Medium and poor. Forfeits Language Game.
Poor group. Phonetic blending with cards.

60th day. *Whole class.* Build sentences with the cards by filling blanks, pertaining to the head and party.
Medium and poor. Phonetic blending, as needed.
Poor group. Flash word drill.

OPTIONAL AND SUPPLEMENTARY PROJECTS

56th day. Read through the suggestions for the next five days so that you can adjust them to your needs.

It should be a daily custom of the teacher to talk over the progress of the project with the children, getting them to criticize what they have done, letting them learn by their own mistakes, but encouraging them to do thinking beforehand to prevent mistakes.

Make a certain kind of store where food can be bought. A market or grocery can be made on the sand-table. Children can report on what they saw at a grocer's or at a market.

Different objects and foods can be modeled in clay, painted, drawn, or crayoned.

57th day. The teacher can make labels for some of the various stores, — *Market, Grocery Store, Fruit Store, Butcher Shop, Candy Store, Delicatessen,* etc. Select the types that suit your community. It is a good plan to make large pasteboard signs of these and have the children use them in playing store. Such labels as *Fresh eggs, New potatoes, Fresh milk for sale,* etc., add to the interest.

Labeling is such a valuable means because children become familiar with the words and phrases through use in play.

The children will continue project begun on 56th day.

58th day. Project continued.

Some of the children can also make large cardboard models of the foods to be tied on the children who play the parts. Such models offer good chance for coloring. Talk about colors of various foods. Advertisements in magazines give excellent pictures for mounting.

59th day. Talk about what to have at a party. Children may draw and color different kinds of vegetables and fruits as, lettuce, cabbage, grapes, oranges, watermelons, and the other varieties of food for a Class

Food Poster. A Food Frieze can be made for the top of the blackboard by cutting out the children's pictures and pasting them up.

Begin learning "Little Miss Muffet."

60th day. The project reaches a culmination in playing the story for another class. The children can dress up to look like foods. A cardboard milk bottle tied around the waist of a little youngster makes the others appreciate his milk character better.

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry Pictures.* Soap Bubbles (3194D), Grape Eaters (680F).

Conversation. Wholesome foods; value of milk; why milk was in ice-box.

Story-telling. Story retold.

Dramatization and pantomime. Story acted; reception (p. 46) and search pantomimed.

Language. A food book.

Nature study. Where milk and other foods come from.

Incidental numbers. Recognizing numbers in table of contents.

Collections. Pictures of foods from magazines for Food Chart.

Games. (*a*) *Penny Game*, p. 202.
(*b*) *Railroad or Conductor Game*, p. 202.

SONG GAMES, POEMS, AND STORIES

Song games. (*a*) "Little Miss Muffet." *Songs with Music*, p. 57; Ripley and Hart's *Song Development for Little Children.*

(*b*) "Making Butter," Poulsson's *Finger Plays*, p. 74.

Rhymes and poems. (*a*) "Little Miss Muffet." *Mother Goose.* See p. 430.

(*b*) "Jack Horner." *Mother Goose.* See p. 432.

(*c*) "Pat-a-cake." *Mother Goose.* See p. 430.

(*d*) "Sugar Plum Tree." Field's *Complete Poems*, p. 215.

(*e*) "A Diamond or a Coal?" Rossetti. *Riverside First Reader*, p. 74. See p. 438.

Story-telling. (*a*) "The Little Bear that did n't want his Breakfast." Hayes. See p. 450.

(*b*) "Three Little Eggs." *Riverside Primer*, pp. 4–9.

(*c*) "The Three Cakes." Bailey's *For the Story Teller*, p. 35.

Table of contents. Silent reading. Finding *1st*, *2d*, *3d*, *4th*, or *5th* line on page. Telling page number. Count project title as a line.

NOTES

PLAYING STORE PROJECT

13th week. Riddle, riddle, rantum, pp. 53–59.
At the Store, pp. 60–64.

14th week. At the Store, concluded; pp. 64–67.
The three little fishes, pp. 68–75.

THIRTEENTH WEEK

("Riddle, riddle, rantum," Primer, pages 53–64)

Specific objectives.

1. Oral reading. Memorizing the rhymes; expressions by Betty and Tom to reflect their feelings.
2. Silent reading. Finding lines to fit pictures; getting details of the story; finding answers to questions; playing the story; retelling.
3. Seat work. Using several patterns quickly; following more intricate directions accurately.
4. Reading endurance. Several pages at a stretch; as, pp. 56–59, 62–64.
5. Eye movements. The familiar rhymes encourage rapidity.
6. Phonetics. (*a*) Phonograms *all, ook, ay;* (*b*) *wh;* (*c*) final *er;* (*d*) blending and review.

Materials.

1. Patterns: money, bank.
2. Diagnostic test No. 13: *thing, money, ball,* combined with numbers.
3. Word cards: now (nickel), quarter (want), dime (cried), penny (Mother), money (buy), if (both), thing (flag), there (fish), or (bowl), swam (Sir — 66th lesson).
4. Phonic cards.

Front	*Back*	*Front*	*Back*	*Front*	*Back*	*Front*	*Back*
call all	*all*	look ook	*ook*	play ay	*ay*	What Wh	*Wh* *wh*

5. Puzzle Games Nos. 23 and 24.

No. 23. Old Mother Hubbard. No. 24. Riddle, riddle, rantum.

New words.

61st day	*62d day*		*63d day*	*64th day*		*65th day*
Riddle	played	Bank	both (*s*)	playthings	ball	something
rantum	Now	If (*s*)	into	There (*where*)	doll	fish (*s*)
land	(*cow*)	buy (*s*)	She	flag	or (*for*)	bowl (*s*)
nickel (*s*)	wanted	thing (*s*)	took			swam (*s*)
quarter (*s*)	cried	Take				man
dime	Mother					
money (*s*)	(*other*)					
your (*you*)	store					

Phrases. *For drill:*

(Lines of the rhymes); What do you think; Where is your money; May we go; went to the store; all the playthings; a little fish bowl.

For supplying different words in the blanks:

in —— hand; They did not want ——; —— cried; —— the store; Take a —— in your hand; Out jumped a ——; If you want to buy a ——; They looked at ——; There was a ——; They did not want the ——; It was a ——; Where is your ——.

OPTIONAL AND SUPPLEMENTARY

I. Projects, occupations, and free-time activities. See page 217.

II. Correlation with other subjects. See page 218.

III. Supplementary song games, poems, and stories. See page 218.

READING PERIODS

Note. *Pictures.* The bank: actual money. Roman number for five. Should teach Roman numbers I–V. Page 54, toys in a nursery. Street scene with goat cart (p. 59). Interior of store: toys to talk about. Which would a little boy like best? Which, a little girl?

Text. Use of rhymes to present new words and ideas. Short sentences to fix phrases on page 59. A Thrift story.

61st day ("Riddle, riddle, rantum," page 53)

For **Project, Word Study,** and **Group Work,** see pp. 217, 214, 216.

Incidental reading: Opening. To emphasize Gray Squirrels:

We have —— Gray Squirrels. (Count) (OR and SR)
Hands up.
Thank you.

New reading. "Riddle, riddle, rantum," page 53.

(*a*) Talk about the pictures. How is a bank made? Read the title phonetically. Practice saying it, as if it were some magic words.

Ask who the little creatures are. Find their names. Why does the money have legs and arms? How did the money get into the bank?

(*b*) Take out the markers and read the rhyme, line by line.

(*c*) Find *Penny* in two places — find nickel, dime, quarter. Ask who have seen these pieces of money and how much they are.

Talk about what "money in your hand" means. Find a word that sounds like *land* (hand).

See who can say the stanza from memory. How would the bank say that rhyme? Read it the way he would say it — as if he were telling a good secret.

Review. Pretend that money is talking. Write the following on the board, sentence by sentence; or have it written and hidden under a window shade until you want to read it with the class.

Ask what money is. Ask what it would say if it could talk.

I am a little brown Penny. (OR)
I run up and down the land.

I am a little round Dime.
I run up and down the land with the penny.

I am a big, round Nickel.
I go to other lands.

I am a big, big Quarter
I go to other lands.

We are Money.
We have feet that you can not see.
We have hands that you can not see.
We are money, money, money.

Read this, line by line. Talk about what it means. Find words and phrases in each paragraph before going to the next. To clinch it, four children may come front and try reading it in relay, each to be a piece of money. For the fifth paragraph, four more children may come forward.

Next, let eight Gray Squirrels read it; then eight Bunny Rabbits.

Find out which part they like to read best.

Seat work. Distribute patterns of different-sized circles to represent penny, nickel, dime, quarter.

Talk about which is the smallest. Let each child put **10** on the dime and put it farthest from him on the desk. Mark **1** on penny; **5** on nickel; **25** on quarter. Go through a drill to identify the coin patterns by their size:

dime	penny	nickel	quarter
10	1	5	25

Put such a key somewhere on the board for reference.

Remind the class of the way money ran around the world with feet and hands that we can not see. (Write *feet* and *hands* on the board.) Draw a penny and put hands and legs on him. Then copy these directions:

1. Make a Penny. (SR)
   Put feet on it.
   Color the feet black.
   Color the penny brown.

2. Make a Dime and a Nickel.
Put hands on the dime.
Put feet on the nickel.
Color the hands and feet brown.

3. Make a Quarter.
Put feet on it.
Color the feet red.

Incidental reading: Dismissal.

Shake hands with me. (SR)
Good-by, Gray Squirrels.
Good-by, Bunny Rabbits.

62d DAY ("Riddle, riddle, rantum," continued; pp. 54–55)

For **Project, Word Study,** and **Group Work,** see pp. 217, 215, 216.

Incidental reading: Opening. To lead up to project:

Do you have a bank? (OR)
Where are you making the bank?
How are you making it?
What do you put into a bank?

New reading. "Riddle, riddle, rantum," continued; pp. 54–55.

(*a*) Talk about the pictures on pages 53, 54, and 55. Where did the penny come from on page 55? In what various ways do people have to spend money, things that are not fun, as rent, food, etc.? How do people get money? Ask what Tom and Betty have been doing. . . . What is happening on page 55? . . .

(*b*) The new words *Now*, *Mother*, *bank*, *thing*, and *take* have been anticipated in the word-study work, so here you have a good opportunity to see how that work has carried over into application in reading.

Take out markers and read to answer questions:

1. What have Tom and Betty been doing?

Read four lines silently with markers and tell. (SR) . . . Find in the picture what they had been playing with. . . . Call for some one to read what it says about each of these playthings. (OR) . . .

2. What did they want to do now?

Read six lines silently and tell. (SR) . . . Read aloud what Tom and Betty said. (OR) . . . Talk about why they wanted to go to the store. . . .

3. What funny thing happened? Why?
Do you think they were surprised?

Read four lines silently with markers. (SR)

4. What did the bank do?

Read five lines silently to find out. (SR) Practice how the bank would say the rhyme. (OR)

5. What could they do with a penny? . . . (Talk about this.)

(*c*) Let six Gray Squirrels (then six Bunny Rabbits) re-read these sections aloud in relay.

Review. (*a*) Write about toys. Put finger on lips, point to these, one by one, mysteriously, and have children answer in complete sentences.

What do you like to play with? (SR)
Do you like a doll?
Do you like a bear?
Do you like a ball?

Tom and Betty did not want to play.
What did they want to do?

Find what Tom and Betty said.
Find what the Bank did.

(*b*) Re-read pages 54 and 55 after reading the above.

Seat work. Distribute patterns of Teddy Bear, the doll, and the Jumping Jack. Let the children draw a ball freehand. In this course patterns are recommended in most of the seat work with reading directions because the drawing is a mere preliminary to reading of directions for coloring.

Talk about getting the *exact* number of colors on each, not more, not less.

Color the ball 3 colors. (SR)
Color the bear 2 colors.
Color the doll 3 colors.
Color Jumping Jack 4 colors.

Those who finish first may draw 3 fancy-colored balls on the back of their paper.

Incidental reading: Dismissal. Personal application:

Who likes to go to the store? (SR)
Do you like to go to the store?

63d DAY ("Riddle, riddle, rantum," concluded; pp. 56-59)

For **Project, Word Study,** and **Group Work,** see pp. 217, 215, 216.

Incidental reading: Opening. To associate with the community:

To what store do you go for eggs? (OR and SR)
In what store do you buy bread?
Where do you buy milk?
To what store do you go for meat?
Tell me where the stores are?

New reading. "Riddle, riddle, rantum," concluded; pp. 56–59.

(*a*) Write on the board:

Can you go *into* a bank? . . . (OR)
What is in a bank? . . .

Ask "Who were looking at the bank? . . . Why?" . . . Then write:

Mother looked at the bank.
Tom and Betty *both* looked at the bank.

(*b*) Picture study. What is Betty saying on page 57? Where are they going in goat cart? . . . What did they do to get ready to go? What could you put in the frames in the window, if you had them?

(*c*) You will now have the class read with markers silently to answer questions, which you give orally. The reading will extend over four pages and will be a test of reading endurance. Watch for those who lag.

1. Why is the bank laughing? (Picture, p. 57.)

Read page 56 with the marker to find out. Then raise hands and be ready to tell all about it. (SR)

2. What happened when they both looked?

Find "they both looked" on page 56 and give answer.

3. What did Tom and Betty say?

Look quickly at pages 56 and 57 to find out.

4. What was the next surprise?

Read page 58, as above, to find out.

5. What money does Tom have?
What money does Betty have?

Look back quickly to pages 56, 57, and 58 to make sure. Find the lines.

6. Then what did Tom and Betty do?
What did they take to the store?

Read page 59 to find out. Talk about the fun they are going to have.

Review. (*a*) Re-read aloud the sections of pages 56–59, watching to see who read best:

6 Bunny Rabbits — page 56. (OR)
2 Gray Squirrels — page 57.
5 Bunny Rabbits — page 58.
5 Gray Squirrels — page 59.

(*b*) Play the story. Choose characters by looking through the story. Put on the board as the children tell them:

Tom	Mother	Penny	Dime
Betty	Bank	Nickel	Quarter

When the money characters play they are in the bank, they can hide behind the bank and jump out at the right moment. Then Mother takes Penny by the hand and leads her over to Betty, who takes her hand, etc.

Seat work. Take pattern of bank or draw it freehand.

Color the Bank green. Color the mouth red. (SR)
Color the hands yellow. Color the nose brown.
Color the eyes blue. Color the ears red.

Those who finish ahead of time may draw and color different kind of bank on the back of the paper to show Mother.

Incidental reading: Dismissal. Criticism of play:

That was a good play. (OR)
I liked it.
Good-by.

64th DAY ("At the Store," pages 60–61)

For **Project, Word Study,** and **Group Work,** see pages 218, 215, and 217.

Incidental reading: Opening. To anticipate the new story:

We can play store. (SR)
Who want to have a store?

New reading. "At the Store"; pp. 60–61.

(*a*) Write on the board, a question at a time, and have the children answer from the picture:

To what store did Tom and Betty go? . . . (OR)
What was in the store? . . .
Who had the things? . . .

(*b*) Then write these questions and have the children read to find out:

(OR) What did they look at? . . . (Read with markers 7 lines)
Did they like the playthings? . . .

Read with markers the next section of seven lines. Watch to see which children reach page 61 first. Note their names as fast readers. Then write:

What did they not want? (OR)
Find the words that tell.

(*c*) Drill on *playthings, flag, ball, doll, or, other* by playing the Find Game and reading the sentence where the word occurs.

Find where it takes two lines to tell something. (4 places)

Review. (*a*) Write the following on the board. Have a Gray Squirrel read it aloud. After that, number the lines and talk about them in detail, referring to the Primer for answers.

What playthings do you like? (OR)
What playthings are in the store?
Did Tom and Betty like the things?
What did you see in the store?
What do you think they found?
What money had they?

(*b*) Re-read pages 60–61 rapidly by sentences, answering questions.

Seat work. Original drawings. See that the children do not lag so much over drawing the flag that the coloring from directions suffers.

How is the flag made? (SR)
Make a big flag.
Color the flag
red, white, and blue.

Incidental reading: Dismissal. To take a reckoning:

What money do we have? (SR)

65th DAY ("At the Store," continued; pp. 62–64)

For **Project, Word Study,** and **Group Work,** see pp. 218, 216, 217.

Incidental reading: Opening. To anticipate the story:

What do you think (SR)
Tom and Betty wanted to buy
in the store?

New reading. "At the Store," continued; pages 62–64.

(*a*) Call for four volunteers to read the beginning of the story aloud, pages 60–61. (OR)

(*b*) Talk about the picture on page 62. Is the store on page 62 the same as on page 61? Is page 64 the same? Is the fish pond on page 64 the same

as on page 62? What games might be in the boxes? Then write on the board:

What are they looking at? (OR)

(*c*) Read to find out. Go down, line by line, with the markers, all moving them lower, as you direct. (OR)

Watch how they attack the new words. *Something* is formed by bringing together two words they already know — *some* and *thing*. Help them to get *fish* from the context and the picture or phonetically. *Bowl* will associate itself with *fish* as a sight word. Approach *swam* with *am*, *wam*, *swam*, working forward. The word *man* is already an old friend to some of the children.

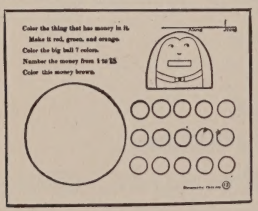
(*d*) Encourage rapid reading of pages 63–64. Have them run the marker down by sections (SR) and then read aloud.

Review. (*a*) To play the story, review in rapid silent reading pages 60–64, the children finding what Tom and Betty did when they entered the store, what they said, and what the man said and did.

(*b*) Then play the story, the children making up their own speeches. To add zest let the children bring out the money they have made to use.

Seat work. Diagnostic test No. 13.

If you do not have these sheets, use patterns of bank, penny, and ball.


Color the thing that has money in it.
Make it red, green, and orange.
Color the big ball 7 colors.
Number the money from 1 to 15
Color the money brown.

Color the thing (SR)
that has money in it.
Make it red, green, and orange.
Color the big ball 7 colors.
Number the money from 1 to 15.
Color the money brown.

Be sure that names are on the papers, so that you can use them for dividing the children into two groups; the good (Gray Squirrels), and the medium and poor (Bunny Rabbits).

Incidental reading: Dismissal. Thrift.

Where do we put money? (OR)
Why do we put it there?
Who looks after it?

WORD STUDY

61st day. *Objectives:* (*a*) to teach *all*, (*b*) to blend coming new words.

(*a*) The phonogram *all*. Key word, *call*. Write *all* on the board or use the *all* phonogram card and blend it with *b* (ball*), *f* (fall*), and *w* (wall*).

(*b*) Blend *Now* from *cow.*

Make rhymes for *ow:* Bow, cow, how, mow, now, plow, row, sow.

Blend *mother.* Review *another*, cover *an*, pronounce *other*, attach *m.*

62d day. *Objectives:* (*a*) to review "Little Lazy *e*" and (*b*) to blend. (*c*) Teach *ook.*

(*a*) Review final *e* in the riddle on page 53. Ask the children to find "Little Lazy *e*" (*dime*). Write and pronounce *dim* and *dime.* Be sure children understand what the words mean. Underline "Little Lazy *e*" in colored chalk — put a long line over the letter that says its name.

dime, came, take, make, time, shake, ate

(*b*) Show how *into** is formed.

Show how to attack *both**.

(*c*) Teach *ook.* Key word, *look.*

63d day. *Objectives:* (*a*) to teach *ay*, (*b*) to review final *y*, (*c*) to blend.

(*a*) The phonogram *ay.* Key word, *play.* Write in a column *say, may,* and *play;* ask which parts sound alike; underline *ay* with colored chalk.

Blend *ay* with *b* (bay), *w* (way*), *g* (gay), *h* (hay*), *p* (pay), *d* (day*), *l* (lay*). Stress *way* and *day.* Ask for rhymes: *gray, play, tray.*

(*b*) Review final *y* in the riddle on page 53 — *penny* and *money.* Review *funny, Henny, sunny, Teddy, Dolly, Bunny, Daddy, Polly, Kitty.*

(*c*) Blend *thing* from *saying* by covering *say*, pronouncing *ing.* Write *think* below *saying;* pronounce; cover *ink*, pronounce *th.* Erase *say* and *ink* and blend *th* with *ing*, writing it as one word.

Review *doll* from *Dolly* by dropping *y* and putting small *d;* review *flag;* and blend *other* from *Mother.*

Write *for* on the board; pronounce, cover *f* and pronounce *or.*

64th day. (*a*) Play the Railroad Game (page 202) with the following words, numbering them and changing the line of route twice for each set of words.

(*a*)	land	nickel	money	quarter	Now
	your	dime	ball	cried	
(*b*)	store	buy	Mother	If	thing
	into	Take	Bank	She	
(*c*)	other	both	doll	flag	playthings
	wanted	took	There	or	

Let the children "play conductor" and call stations.

Distribute word cards in the class, and, when the station is called, the child with that word brings it up to the conductor, or holds it up.

65th day. *Objectives:* (*a*) to teach final *er*, (*b*) to teach *wh*, and (*c*) to blend words.

(*a*) Final *er*. Key word, *rooster*. Write the following words on the board and emphasize the final *er* sound in pronouncing them. The children may underline the final sound with colored crayon.

another	Mother	Pooster	rooster
Butter	other	quarter	river

(*b*) Initial consonants *wh*. Key word, *What*. Play the Vocabulary Guessing Game with words beginning with *wh*. Write them on board.

whack what when where which why

(*c*) Blend phonograms *ay*, *un*, and *at* with *b*, *f*, *g*, *h*, *m*, *p*, *r*, *s*, *w*, to form words.

GROUP WORK

61st day. *Whole class.* Talk about the work of the preceding week particularly the diagnostic test; show where it was good and where it could be improved. Go rapidly through the additional words of week with the prospective Gray Squirrels. Divide the class again into Gray Squirrels and Bunny Rabbits for the week.

Release pupils that know the words. They may go to their project activities or draw big pieces of money like the pictures on page 53.

Medium and poor. Give drill in the game on page 52, noting children that fail. Medium group play puzzle games.

Poor group. Card drill in game form (post office drill, leaving a letter). Review phonograms *ound* and *ank*.

62d day. *Whole class.* Flash phonetic cards. Review short vowel combinations with *at* rapidly, stressing *flag* * (in 64th lesson). Review the "Fun Jingle" to get the *an* combination; blend *an* with *m* (man*, in later lesson). Good group go to puzzle games.

Medium and poor. Work with cards, building sentences and paragraphs or filling blanks on board. Medium group go to project; or drawing and coloring a fancy bank to show mother.

Poor group. Take again the word and phonic cards which you have laid aside as difficult; flash drills of lessons 40–61.

63d day. *Whole class.* Build sentences on the board filling in blanks (see page 207). Good group go to project.

Medium and poor. Flash drill of word cards, laying aside any that still seem difficult. Medium group go to project.

Poor group. Work on puzzle games. Assist individuals who are slow.

64th day. *Whole class.* Review flash cards of lessons 40–61. Release Gray Squirrels for puzzle games.

Medium and poor. Build sentences on board by filling blanks. Medium group go to project.

Poor group. A match with all the cards, or individual work.

65th day. *Whole class.* Flash card drill. Observe which words are still difficult and lay them aside for further drill. Good group go to project.

Medium and poor. Review short vowel combinations.

Poor group. Puzzle games and individual work.

OPTIONAL AND SUPPLEMENTARY PROJECTS

61st day. The class may break into groups for different projects or all may work at the same.

1. Build a store. How? Where?
2. Make a toy bank. How?
3. Make a frieze of toys.
4. Make money for playing store.

Talk about these and help the children to start on their activities on sand-table, or with blocks, clay, paper, crayons, or paints, etc.

For the frieze of toys the children can plan which toys they want and can draw them.

There should be definite progress made each day in the activities.

We shall devote three days to making a bank. Talk about what you could make a bank out of. Decide on something — paper, pasteboard, wood, clay. Let each child plan the kind of bank he would like.

62d day. Continue making the bank. Decorate it in some way. Make up a name for it; as "Thrifty Tot's Bank" or "The Little Saver's Bank."

63d day. Finish your actual banks or pictures of banks. The best will be exhibited.

The teacher can make labels of *Bank*, *Pay here*, *Take in here*, *Money*, etc., to put up. The children can build a window for a bank where they can present pieces of paper money.

64th day. Build a store. Talk about where to have it and how to make it, — paper, cardboard, blocks, wood, etc.; on sand-table, in corner of room, on table or desk. Decide what kind of store it will be.

The teacher can make labels: *For Sale, Hardware, Furniture Store, Candy Store, Drug Store, 5 and 10 Cent Store, Dry Goods,* or *Fruit Stand.*

65th day. To play store you must have two things: Money and things to sell. Let the children divide themselves into two teams, one to make pennies, nickels, quarters, and dimes with a number of the amount on each, and the other to make things to sell; as, toys (ball, block, kite, animal, top, etc.), foods (fish, egg, fruit, bottle of milk, vegetables, potatoes, bread, etc.), using patterns to make pictures.

Clay, paints, or crayons may be used. Colored pictures may be cut out.

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry Pictures.* Rabbit Seller (792 B); Little Scholar (569); Goats (561).

Conversation. Kinds of money; where to buy certain things; what can be bought for penny, etc. How to make a bank; kinds of banks. Ways to save. Thrift. What you can do with a fish bowl.

Story-telling. Story retold. Also see p. 451.

Dramatization and pantomime. Story acted; pantomime of "This is the way."

Language. Copying rhymes. Making a toy book.

Nature study. Where money comes from. The mines: copper, nickel, silver, gold. What toy banks are made of — steel. Why? How to care for gold fish.

Incidental numbers. Roman numbers I–V; counting from *1* to *40.*

Collection. Pieces of money mounted under glass and passepartouted. Exhibit; iron, steel. Holders for plants growing in water [mason jars, etc.; for onion, wandering Jew, carrot, sweet potato, etc.]

Games. (*a*) *This is the place we go for* — [money, bread, milk, meat, apples, potatoes, — all foods, etc.] — Music of "This is the way we wash our clothes."

(*b*) *Bargain counter.* — Lay six word cards, on each front desk, where a child has charge. Children march down aisle. A child stops, says "I will buy a" — [names word and points.] If right, he takes card to seat.

SONG GAMES, RHYMES, AND STORY-TELLING

Song games. (*a*) "This is the way." Hofer's *Children's Singing Games,* p. 13.

THIS IS THE WAY

This is the way we wash our clothes,
Wash our clothes, wash our clothes,
This is the way we wash our clothes,
So early Monday morning.

Act out in dumb show

. . .iron our clothes. . .so early Tuesday — . . .
. . .scrub the floor. . .so early Wednesday — . . .
. . .mend our clothes. . .so early Thursday — . . .
. . .sweep the house. . .so early Friday morning . . .bake our bread. . .so early Saturday morning . . .go to church. . .so early Sunday morning.

Sources. For children's reading:
Merrill Primer, p. 8
Riverside Primer, p. 18.
Easy Road to Reading, Primer, p. 54.
New Barnes Primer, p. 5.
Studies in Reading, First Reader, p. 51.
Young and Field First Reader, p. 106.

(*b*) "Wishing." Bentley's *Play Songs,* p. 22; *Songs with Music,* p. 115.

Rhymes and poems. (*a*) "Simple Simon." *Mother Goose.* See p. 430.

(*b*) "Old Mother Hubbard." *Mother Goose.* See p. 430 for first stanza.

Get complete Mother Hubbard poem from library and read to show stores to which Mother Hubbard went to buy.

(*c*) "Hot Cross Buns"; "To Market"; "Old Chairs to Mend." *Mother Goose.* See p. 431.

(*d*) "Kris Kringle." Thomas Bailey Aldrich. See p. 441.

(*e*) "A Diamond or a Coal." Rossetti. See p. 438.

(*f*) "O Wind." Rossetti. See p. 438.

Story-telling. (*a*) "The Seed Babies' Blanket." Mary Loomis Gaylord. See p. 451.

(*b*) "Grandfather's Penny." Bailey and Lewis' *For Children's Hour*, p. 137.

(*c*) "Three Little Kittens." *Riverside Primer*, pp. 10–17.

(*d*) "The Wee, Wee Woman." Hoxie's *Kindergarten Story Book*, p. 51.

Table of contents. Silent reading minute drills for quickness and accuracy; teacher announces a title on first page of contents. Children run eye across and give number of page. This drill should be preceded by counting of numbers from 1–35, and by reading of the eight numbers on page.

NOTES

FOURTEENTH WEEK

("Store," concluded; pp. 65–67; "Three Little Fishes," pp. 68–75)

Specific objectives.

1. Oral reading: Expression in "Ho, ho" and "Splash," and repetition of verbs ("he swam and he swam and he swam"); other expressions of the speaking fishes; speeches reviewed for playing the story.
2. Silent reading. Problem reading (p. 67); details of stories in review; how pictures tell a story; playing the story; finding answers to questions; reading sections to find main thought.
3. Seat work. Reading directions connected with the actual story.
4. Reading endurance. Class taking several pages at a stretch; as pp. 70–72.
5. Phonetics: *br*, *fl*, *Y*, *tr*.

Materials.

1. Patterns: fish, candle.
2. Diagnostic test No. 14: *three*, *fishes*, *fish*, *chased*, *rain*, *away*.
3. Word cards: old (cent), wa er (much), lived (under), rain (were), splash (again), page (uncle — 71st day).
4. Phonic cards.

Front	*Back*	*Front*	*Back*	*Front*	*Back*	*Front*	*Back*
bread / br	*br*	tree / tr	*tr*	by / y	*y*	flag / fl	*fl*

5. Puzzle Games Nos. 25 and 26.

No. 25. Simple Simon. No. 26. Phonetic elements for blending.

New words.

66th day	*67th day*		*68th day*	*69th day*		*70th day*
Sir (*s*)	three	swim (*s*)	too	soon	home	Game
old (*told*)	fishes	under (*s*)	be	chased	were (*s*)	page (*s*)
water (*s*)	Fishie-do	day	By	away	Splash (*s*)	
back	Fishie-diddle	began	time	Oh (*s*)	again (*s*)	
cent (*s*)		rain (*s*)	sit			
much (*s*)	lived (*s*)	Ho (*go*)	so (*go*)			

Phrases. *For drill:*

the little fish bowl; the little old Bank; One day; By this time; How much fun; sit with me; But soon.

For supplying different words in the blanks:

We want a ——; —— a tree; it began to ——; into the ——, too; I want to —— home.

OPTIONAL AND SUPPLEMENTARY

I. Projects, occupations, and free-time activities. See page 229.

II. Correlation with other subjects. See page 230.

III. Supplementary song games, poems, and stories. See page 230.

READING PERIODS

Note. *Pictures.* Contrast of page 66 with 59; page 67 (real money) with page 53 personified money. To teach recognition of actual coins and their value. Pictures of fish story are planned to show the different stages in progresssion of the story.

Text. Simple problem reading on page 67. Page 68 marks the transition to adult type of paragraphing, extra space throwing the paragraphs into relief. Page 75, a word and number game, like page 52.

66th DAY ("At the Store," concluded; pp. 65–66)

For **Project, Word Study,** and **Group Work,** see pp. 229, 226, 228.

Incidental reading: Opening. To anticipate a holiday:

Christmas is coming. (Or Easter.) (OR)

New reading. "At the Store," concluded; pp. 65–66.

(*a*) Review the story in talking about the pictures. Then ask, "What else would they want?" How does the picture on page 66 differ from the one on page 59? Work in some thought questions with every lesson.

(*b*) Read with markers to find how they got their fish bowl.

Review. Primer, page 67.

Devote the review period to reading of simple problems with money. Stress the technical name of penny: *cent.* This is a different sound of *c*, so tell the children that *c* acts as if it were a Hissing S, when followed by *e*.

Draw five pennies in a row on the board and write *nickel* beside them. Draw ten pennies and write *dime* beside them. Draw 25 pennies and write *quarter* beside them. Put these in three rows. Call the penny a cent.

Then have a Bunny Rabbit read the first question and a Gray Squirrel go to the board and count it out. Use the same procedure for questions 2, 3, and 4.

Let two children act out question 5, using money they have made.

Erase and put pennies on the board in ten rows, each one longer than the preceding. Begin with one and end with ten. Put a number with each row. Then write beside this key:

How much are 1 and 3? (Children count) (OR and SR)
How much are 2 and 4?
How much are 10 and 1?
How much are 5 and 3?

Seat work. Blending of freehand and pattern. Give pattern of ball and tell children to do to it what the Chalk says:

1. Make a big ball. (SR)
   Make it look like a fish bowl.
   Put a fish in the bowl.
   Color the fish yellow.
2. Make three fishes out of the bowl.
   Color the three fishes brown.

Incidental reading: Dismissal. To anticipate:

Do you want Christmas (or Easter) to come? (OR)
Yes, you do.
Think what you want for Christmas.
Do you want something to wear?
Do you want something to drink?

67th DAY ("The three little fishes," pp. 68–69)

For **Project, Word Study,** and **Group Work,** see pp. 229, 226, 228.

Incidental reading: Opening.

(SR) What is coming?
Hands up.
Tell me.
Yes, Christmas is coming. (Or Easter.)
Good! Ho, ho, ho!

New reading. "The three little fishes," pp. 68–69.

(*a*) Picture discussion: what the story is about. What did the fishes have in their little home? Find names of fishes and how many. Write *three* and fishes' names on board.

(*b*) Then ask where they lived . . . (read) . . . and what happened to them (read) . . . Use markers to find answers to questions.

All the new words can be phonetically formed by the children from what they have had. With the word *rain,* remind them of the "bossy letter" that makes another say its name. Letter *i* is the "bossy letter," making *a* say its name.

Enunciate carefully as a drill: *swim, swam, swum.*

(*c*) This story makes the transition to adult paragraph form, with the first line of a paragraph indented.

Review. (*a*) Write on the board, sentence by sentence, or have it covered with a shade:

(OR) Do you like to have it rain?
What can you do if it rains?
What did Fishie-do [1] do?
Was that not a funny thing to do?

(*b*) Re-read pages 68–69 aloud by sections: first by Gray Squirrels and then by Bunny Rabbits. Follow these questions:

(*a*) Whom is this story about? . . .
(*b*) Where did the fishes live? . . .
(*c*) What happened one day? . . .
(*d*) What did Fishie-do say? . . .
(*e*) What did Fishie-do do? . . .

The children will read more than a phrase or a sentence to answer the questions.

Seat work. Freehand. Copy on the board and have the children draw and color:

Make a fish bowl with a fish in it. (SR)
Put it on the table.
Put the table under a tree
with the rain coming down.

Color the table brown.
Color the fish orange.
Color the tree black and green.

Incidental reading: Dismissal.

What time is it? (SR)
You may go now.

68th DAY ("The three little fishes," continued; pp. 70–72)

For **Project, Word Study,** and **Group Work,** see pp. 229, 227, 229.

Incidental reading: Opening.

What do you like to put (OR)
on your Christmas tree?

New reading. "The three little fishes," continued; pp. 70–72.

(*a*) Review pages 68–69. Ask "How would the other fishes feel? . . . What would they do?" . . .

(*b*) Read to find out. Use markers. Which fish is like a little "baby brother"?

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[1] Pronounce *Fishie-do* to rhyme with *to*.

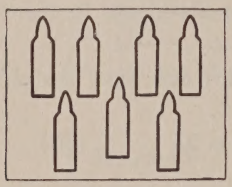
Review. (*a*) Put on the board:

Did the little fishes think that this was fun? (OR)
Yes, they did.
"Ho, ho!" they cried.

Play you are the little fishes. (SR)
Find out who you are. (Read lines aloud.)
Find where you live.
Find what you do.
Find what you say.

(*b*) Re-read pages 68–72.

Seat work. Pattern of candle or freehand. If this is the Christmas season draw a big Christmas tree on the board and put on the branches the best candles the children make. If this is a spring class, make eggs to be colored for a big Easter basket.



Make 7.
Number them.

Color 1 blue.
Color 2 orange.
Color 3 green.
Color 4 black.
Color 5 red.
Color 6 yellow.
Color 7 brown.

Incidental reading: Dismissal. To anticipate:

(OR) Where can we have the Christmas tree? (Or Easter basket?)
What can we do for Christmas? (Or Easter?)

69th DAY ("The three little fishes," concluded; pp. 73–74)

For **Project, Word Study,** and **Group Work,** see pp. 229, 227, 229.

Incidental reading: Opening. To lead up to Santa Claus (or Easter rabbit):

(OR) Who is coming at Christmas? (Or Easter?)
Is he in the stores now?
Where?

New reading. "The three little fishes," concluded; pp. 73–74.

When were the fishes happiest? Why is the Sun laughing? Which was the bravest?

Read to find out why the fishes are crying in the picture.

Find how the fishes differed in what they said.

Find which fish thought the quickest.

For rapid drill find what each fish said (OR) and did (OR).

Review. Write:

What made the little fishes want to go home? (OR)
What did Fishie-do say?

What did Fishie-did say?
What did Fishie-diddle say?

The children will read pages 73 and 74 by sections to answer these questions, reading first silently, and then aloud.

Seat work. Freehand. Draw Santa Claus with sleigh under a tree. (Or Easter Rabbit.)

Color the tree green and white. (SR)
Color the man red, white, and black.
Color what he has with him
blue, orange, and green.

Incidental reading: Dismissal. To make personal application:

What do you want for Christmas? (SR)

70th DAY (Review; and game, page 75)

For **Project, Word Study,** and **Group Work,** see pages 230, 227, 229.

Incidental reading: Opening. Interest in Christmas.

Santa Claus is coming. (OR)
How will he come?
What will he have with him?
What will he wear?

New reading. Word game, page 75. Review page 52 in the Primer, and see page 203 in the Manual. These are "under-potent words," which playing a game helps to fix.

Review. (*a*) Write on the board:

Rain,[1] rain go away!
Fishie-diddle wants to play!

Rain, rain, you good old rain. (OR)
I like you! Rain, rain, rain!

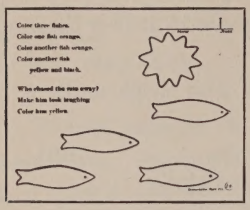
You splash on the trees.
You splash on the sea!
You splash on the mountain!
You splash down on me!

The sun chased you away.
Come again, good Snow! (Rain)
Have a good time with me.

(*b*) Let several children come to the front of the room and tell the story in relay, the next child taking it up when you tap your pencil.

[1] Substitute *snow* for *rain*, if you have snow.

Seat work. Diagnostic test No. 14. Draw four fishes and the sun, if you do not have the printed test.


Color three fishes.
Color one fish orange.
Color another fish orange.
Color another fish yellow and black.
Who chased the rain away?
Make him look laughing.
Color him yellow.

Color three fishes. (SR)
Color one fish orange.
Color another fish orange.
Color another fish yellow and black.
Who chased the rain away?
Make him look laughing.
Color him yellow.

Incidental reading: Dismissal. To associate with community:

Do you want to see Santa Claus? (OR)
Look for him in the stores.

WORD STUDY

66th day. *Objectives:* (*a*) to teach *br*, (*b*) to review *th*, *sh*, *ch*, *qu*, and *wh*.

(*a*) Double consonant *br*. Key word, *bread*. Emphasize *br* by covering *ead*. Blend *br* with *an*, *ag*, *im*, *and*, and *ay* to get *bran* (food for horses), *brag* (to talk big), *brim* (the edge of the cup), *brand* (brand-new), and *bray* (a mule's cry).

(*b*) Review *th*, *sh* (the Mother's sound), *ch*, *qu*, and *wh* in

the	they	then	shine	fi*sh*	mu*ch*	quarter	where
there	this	wi*th*	sheep	splas*h*	chair	Quack	what
them	that	o*th*er	shake		chased		
		mo*th*er					

Emphasize the final sounds of *sh*, *ch*, and *th*.

67th day. *Objectives:* (*a*) to teach "Bossy Letter" rule, (*b*) to teach *tr*.

(*a*) Write on the board *ran* and beside it *rain*. Then say that here is a letter that is a sister to "Little Lazy *e*," for it makes another letter say its name. "Little Lazy *e*" always hangs on to the tail of a word, but this new letter hides in the middle somewhere and makes the letter right in front of it say its name. We can call it "Bossy Letter." Draw from the children that in *rain*, the letter *a* says its name.

Write *rain*, *chain*, *fair*, *hair*, and *pair* on the board. Then have the children tell which is the "Bossy Letter" and underline with red crayon the letter that is bossed into saying its name.

This helps to fix the combination of vowels and tends to help the children in their spelling later.

(*b*) Initial *tr*. Key word, *tree*. Blend with short vowel combinations: *trot*, *trap*, *trip*, *trim*, *trill*, *track*.

68th day. *Objectives:* (*a*) to teach *ack, eck, ick, ock, uck;* (*b*) to blend words.

(*a*) Teach *ack, eck, ick, ock, uck* as a jingle.

Ack, eck, ick, ock, uck!
Look at the big fat duck!

Blend with *b, d, l, t, tr, qu,* and *cl,* building up the table on the board, column by column:

	b	*d*	*l*	*t*	*tr*	*cl*	*qu*
ack	*back	——	lack	tack	track	——	*quack
eck	beck	deck	——	——	——	——	——
ick	——	Dick	lick	tick	*trick	click	quick
ock	——	dock	*lock	tock	——	clock	——
uck	buck	*duck	luck	tuck	truck	*cluck	——

(*b*) Blend *soon* from *Moo; away* from *say;* and *home* and *chase* with the rule of "Little Lazy *e*," new words in approaching lessons.

69th day. *Objectives:* (*a*) to teach *y* as a phonogram, (*b*) to blend words, (*c*) to form sentences.

(*a*) The phonogram *y*. Key word, *by*. Blend *y* with *cr* (*cry), *m* (*my), *sh* (shy), *wh* (*why), *tr* (*try).

(*b*) Blend the word *game* from the word *am* by prefixing *g* and applying "Little Lazy *e*," thus getting *game*.

(*c*) Form sentences by supplying different words in blanks (page 220):

We want a ——. (fish, flag, bowl, ball, doll.)
—— a tree. (in, under, on, by, at, with, for.)
It began to ——. (rain, go, run, walk, hop, eat.)
into the ——, too. (rain, house, table, chair.)
etc.

Play a game by having the children come up and whisper the sentence after you erase and write in the new word.

70th day. *Objectives:* (*a*) to teach *fl,* (*b*) to review the "Bossy Letter" rule.

(*a*) The double consonant, *fl*. Key word, *flag*. Blend *flat, fled, flee, fleet, flake, flock, flax,* taking pains to be sure that the children know what the words mean.

Play a find or number game with the words after they are blended.

(*b*) "Bossy Letter" in *ea*. Review the rule applied to *ai* in *rain, chair, fair, hair, pair*. Here *i* is the Bossy Letter and *a* is the one in front of it which is "bossed" into saying its name.

Then write the following on the board and have the children find the letter that is "bossed." They can underline it with colored chalk.

eat	ears	Please	heat	seat	treat
meat	Dear	beat	neat	wheat	

GROUP WORK

66th day. *Whole class.* Review the words in a Clock Game[1] with prospective Gray Squirrels. Draw a big circle on the board; put in numbers from 1 to 12; write beside each a word:

Riddle, Rantum, land, nickel, Mother, quarter, dime, money, ball, bank, thing, doll

man, flag, fish, bowl, cried, buy, Take, swam, your, Now, wanted, If

into, both, or, other, She, Sir, old, water, of, cent, much, Christmas (or Easter)

Words can be given around the clock in relay by twelve children, who stand in the back of the room facing the clock, and take their turns in telling what the hours say when the teacher announces numbers; as from "7 to 5," etc.

The Gray Squirrels go to project.

Medium and poor. Blend *ell, e, ee, oo, ill, ack, eet, and, ake, ound, ank, all,* and *ay* with consonants. Medium group work on toy project.

Poor group. Help individually.

67th day. *Whole class.* Review final *e* ("Little Lazy *e*"):

Sam	tam	pin	dam	Tim	dim
same	tame	pine	dame	time	dime
man	can	pan	fin	win	din
mane	cane	pane	fine	wine	dine
mad	con	rat	fat	mat	shin
made	cone	rate	fate	mate	shine
bit	kit	whit	not	shot	cut
bite	kite	white	note	shote	cute

Good group play puzzle games.

[1] The game can also be played by the teacher (or child's) telling the time by the hour or calling on a child to read the word.

Medium and poor. Short-vowel combinations alone and then with *th, sh, ch, qu, wh, br,* and *tr.* Medium group go to project.

Poor group. Drill with words and phrases.

68th day. *Whole class.* Phonogram drill with consonants (see page 294). Good group make Christmas tree (or Easter nest) on board.

Medium and poor. Perception card match, using all the words. Medium group go to puzzle games.

Poor group. Clock Game with different words (see page 228); Find Game with phrases.

69th day. *Whole class.* Word match, lessons 1–69. Good group go to project.

Medium and poor. Clock Game with words. Medium group go to project.

Poor group. Puzzle games and individual work with teacher.

70th day. *Whole class.* Phrase match, selected lessons 1 to 70. Good group go to project.

Medium and poor. Match, words, lessons 1–70. Medium go to puzzle games.

Poor group. Blend phonograms with consonants.

OPTIONAL AND SUPPLEMENTARY

PROJECTS

66th day. To complete the store, money, and things to sell. Play store, children taking turns at playing storekeeper and purchasers.

67th day. Plan a Christmas tree (or an Easter nest) for the classroom: where to have it; what to have on it; how to make paper ornaments, etc. Weave little baskets of colored paper; make chains of colored paper.

68th day. Make Christmas candles of differently crayoned paper to be pasted on heavier paper and fastened to actual tree or to be pasted right on the blackboard where a tree has been drawn, or to be cut out and mounted. The best pieces of work to go up.

69th day. A big tree has been drawn upon the board.

Now make some toys for Santa Claus. Each child will make (draw or color) a toy that he likes. These can be pasted in a booklet for the class; or on cardboard and hung on an actual tree; or pasted on tree on the board.

For a class activity like this, encourage the children by taking all work that is carefully done, even though results are imperfect.

70th day. Complete work on Christmas tree (or Easter basket): candles; toys; trimmings, etc.

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry Pictures.* Trout (9279), sunfish (9339), Faed's Worn Out (925).

Conversation. The toy shop. What you can buy. Suppose things come to life.

Story-telling. Story retold. Also see p. 452.

Dramatization. Story acted.

Language. Copying rhyme on page 65. Making up an adventure in rain. Making a "Fish" booklet.

Nature study. Gold fish and their care. How to make an aquarium. Why we need rain. Sun and rain.

Incidental numbers. *1, 5, 10, 25* in money. Very simple addition.

Collections. Pictures of fishes. Pebbles and shells for aquarium. Make aquarium.

Games. (*a*) *Clock Game*, p. 228.

SONG GAMES, RHYMES, AND STORY-TELLING

Song games. (*a*) "Santa Claus," Poulsson's *Finger Plays*, p. 78.

(*b*) "The Fishes." *Songs with Music*, p. 42. Reed's *Timely Games and Songs.*

Rhymes and poems: (*a*) "Fishes in the brook." *Mother Goose.* See p. 431.

(*b*) "Simple Simon." *Mother Goose.* See p. 431.

(*c*) "Rain, rain." *Mother Goose.* See p. 431.

(*d*) "They did n't think." Phœbe Cary. See p. 441.

(*e*) "Christmas Dream." *Riverside Primer*, p. 116.

(*f*) "Rain." Stevenson. See p. 436.

Story-telling. (*a*) "Why the Owl Hoots." Olcott. See p. 452.

(*b*) "Santa Claus and Mouse." Poulsson's *In Child's World*, p. 122.

(*c*) "Froggy's Adventure." Hoxie's *Kindergarten Story Book*, p. 15.

(*d*) "Golden Cobwebs." Bryant's *How to Tell Stories*, p. 133.

Table of contents. Minute drills for quickness and accuracy: (*a*) *Silent reading:* teacher announces title of selection on first or second pages of contents. Children run eyes down, find it, read aloud the number for it. (*b*) *Oral reading:* teacher announces one of four project titles. Children find and read aloud titles under it.

NOTES

PET PROJECT

Tom and Tatters (pages 76–80)
Little Piggy Wig (pages 81–89)

FIFTEENTH WEEK

("Tom and Tatters," pages 76–80)

Specific objectives.

1. Silent reading. Getting more than single sentences: getting the thought of sections.
2. Oral reading. Experiment with "Tom taught Tatters."
3. Seat work. Getting ideas from story as well as from written directions.
4. Phonetics: *pl, ing,* initial *v,* and *bl.*

Materials.

1. Diagnostic test No. 15: *barks, catches, her;* tests *or.*
2. Word cards: point (would), us (door), own (of), taught (bark), dead (her), bright (once — 76th day).
3. Phonic cards.

Front	*Back*	*Front*	*Back*	*Front*	*Back*	*Front*	*Back*
play pl	*pl*	thing ing	*ing*	very v	*V v*	black bl	*bl*

4. Puzzle Game No. 27: See-saw, Marjorie Daw.

New words.

71st day		*72d day*		*73d day*	*74th day*	*75th day*
Tatters (*s*)	door (*s*)	taught (*s*)	when	dead (*bread*)	stick	(*Review*)
Uncle Bob (*s*)	open	tricks	beg	lie	cap	
would (*could*)	own (*s*)	bark (*s*)		catch	no (*go*)	
pointed (*s*)	of (*s*)			bring	bright (*s*)	
us (*s*)				her (*s*)	going	
				way		

Phrases. *For drill:*

Please tell us; would not tell; all his own; Tom taught Tatters; some of the tricks; Open the door; sit up and beg; play dead dog; catch the ball.

For supplying different words in blanks:

Please tell ——; —— would eat ——; —— taught Tatters to ——; when he wanted to ——; —— could take it.

OPTIONAL AND SUPPLEMENTARY

I. Projects, occupations, and free-time activities. See page 238.
II. Correlation with other subjects. See page 238.
III. Supplementary song games, poems, and stories. See page 239.

READING PERIODS

Note. *Pictures.* Planned to illustrate a certain line on each page.
Text. Longer paragraphs simply developed so that each has a topic for the children to find and thus get an insight into organization.

71st DAY ("Tom and Tatters," pages 76–77)

For **Project, Word Study,** and **Group Work,** see pp. 238, 236, 237.

Incidental reading: Opening. To introduce pets:

Good morning. (SR)
Have you a pet at home?
What is it?

Talk about pets and the care of pets.

New reading. "Tom and Tatters," pp. 76–77.

Begin with questions; as, "What is the name of this dog? . . . Whose dog is he? . . . Who gave the dog?" . . . etc. Write *Tatters* and *Uncle Bob* on the board. Then read with markers to find out. Encourage the children to read rapidly.

Was Tatters well taken care of? Why?

Play the Find Game with words and phrases.

Review. Review pages 76–77.

(*a*) Write on the board:

Play the Find Game.

Explain that when you ask a question, they are to hunt for the answer in the book and be ready to read aloud that part.

T. What happened one day? [Child reads and tells.]
T. What did Tom and Betty do? [Ch. reads aloud.]
T. What did Uncle Bob do? [Ch. reads aloud.]
T. What did the little dog look like? [Ch. reads aloud.]
T. How did they care for the little dog? [Ch. reads aloud.]
T. Do they take good care of him? [Talk about.]

In doing this the children re-read pages 76–77.

(*b*) Then have a game in finding words or phrases.

Seat work. Patterns of plate, bottle of milk, and meat. The children open their Primers and read to find out. They draw a bowl freehand and should put a decoration on it.

What would Tatters eat?
Color what Tatters would eat (SR)
red and brown.

What would Tatters drink?
Color it white.

What did Tatters have all his own?
Color the bowl blue and yellow.

Incidental reading: Dismissal. Days of week; *to-day.*

To-day is Monday. (OR)

72d DAY ("Tom and Tatters," continued; p. 78)

For **Project, Word Study,** and **Group Work,** see pp. 238, 236, 237.

Incidental reading: Opening. To associate pets with home life.

So you have a little pet at home! (OR)
What can your pet do?

Put *bark, tricks, beg* on board for drill, as they are used in later lesson.

New reading. "Tom and Tatters," page 78.

(*a*) Something hard to say: "Tom taught Tatters," — excellent as drill. Read to find out what Tom taught him. Use your markers. Develop more speed in reading a whole section.

(*b*) Play the Find Game. Fill blanks in building sentences.

Review. Re-read pages 76–78. Read in relay:

Page 76...4 Bunny Rabbits (OR)
Page 77...3 Bunny Rabbits
Page 78...3 Gray Squirrels

Find words and phrases in the sentences. Let a child read a whole sentence aloud and see which other child can find it first and continue reading the next sentence, to prove that he has it.

Seat work. Freehand, getting ideas from page 78.

What did Tatters do, (SR)
when Betty said, "Oh look!" (page 78)
Make Tatters do that.
Look at him.
Make Tatters white and black.

Incidental reading: Dismissal. Days of week.

To-day is Tuesday. (OR)
Good-by.

73d DAY ("Tom and Tatters," continued; p. 79)

For **Project, Word Study,** and **Group Work,** see pp. 238, 236, 237.

Incidental reading: Opening. To bring out personal favorites:

What pet do you like very much? (SR)

New reading. "Tom and Tatters," continued; page 79.

Why are the hens so different in the pictures on pages 77 and 79?

Review the tricks. Read to find other tricks that Tatters can do. Use markers.

Review. Re-read pages 78–79 aloud. Talk about Tatters' accomplishments, writing on the board as the children find the tricks in order. Then play a number game.

What tricks can Tatters do? (SR)

1. Tatters can bark.
2. Tatters can sit up and beg.
3. Tatters can play dead dog.
4. Tatters can run for the ball.
5. Tatters can catch the ball in his mouth.

Seat work. Freehand.

What pet do you like very much? (SR)
Make it here.
Color it the way you think
it would be.
Put a big red dot under it.

Incidental reading: Dismissal. Days of week.

To-day is Wednesday. (OR)
Good-by.

74th DAY ("Tom and Tatters," concluded; p. 80)

For **Project, Word Study,** and **Group Work,** see pp. 238, 237, 238.

Incidental reading: Opening. To associate the reading with family pets:

Can your dog do a good trick? (SR)
What is it?

New reading. "Tom and Tatters," concluded, page 80.

(*a*) Review Tatters' tricks.

(*b*) Read to find out others. Use markers.

Talk about "Was Tatters a bright dog?" Was Tatters a smart dog? What could he do? Did Tom or Betty teach him more tricks? Would he make a good watch dog? Why is Betty shaking hands with him on page 80, and not Tom? Would you like him for a pet?

Review. Re-read the whole story, pages 76–80.

Write on the board questions for reading and conversation.

When was Tatters very bright? (SR)
When would Tatters bark?
Who taught Tatters the tricks?
What would Tatters eat and drink?
Would you like to have Tatters
for your very own?
Why?

Have the children read sections of the story aloud to prove their answers. How many tricks could Tatters do?

Seat work. Patterns of dog, boy, sun, tree.

Put a cap on the boy. (SR)
Color the boy blue and black.
Color the dog like Tatters.

Make and color a green hill,
with the yellow sun going down.

Make a tree.
Color the tree two colors.

Incidental reading: Dismissal. Days of week.

To-day is Thursday. (OR)
Good-by.

75th DAY (Review and Story Party)

For **Project, Word Study,** and **Group Work,** see pp. 238, 237, 238.

Incidental reading: Opening. Days of week; *yesterday.*

Yesterday was Thursday. (OR)
What can we do to-day?

New reading. Gray Squirrels will review the Mother Goose rhymes: *Little Boy Blue; Little Bo-Peep; Humpty Dumpty; Hey diddle diddle; Jack and Jill; Jack, be nimble; Little Miss Muffet; Little Jack Horner; Old Mother Hubbard; Simple Simon; See-saw, Marjorie Daw.*

Bunny Rabbits will re-read stories for the Party, under your guidance. (See Review, page 236.)

Review. Have a Story Party, reviewing pp. 53–80.

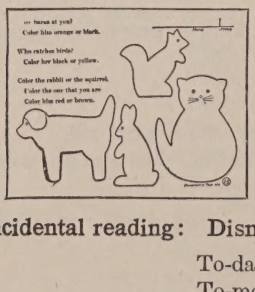
By competition between Bunny Rabbits and Gray Squirrels arouse zeal in improving reading.

Let the children arrange themselves in groups of 7's and 5's and select their own parts to do:

7.....Riddle, riddle Rantum, pp. 53–59. (OR)
7.....At the Store, pages 60–66.
7.....Three Little Fishes, pages 68–74.
5.....Tom and Tatters, pages 76–80.

Each group will review all the story chosen for it, but for the reading they will draw a page number, thus preventing memory work on a page. To add zest let the children wear insignia to show which story they are to read: bank or money; toys; fishes; dog.

Seat work. Diagnostic test No. 15. If you do not use a printed sheet, have patterns of dog, cat, rabbit, and squirrel.


... barks at you?
Color him orange or black.
Who catches birds?
Color her black or yellow.
Color the rabbit or the squirrel.
Color the one that you are.
Color him red or brown.

Who barks at you? (SR)
Color him orange or black.
Who catches birds?
Color her black or yellow.

Color the rabbit or the squirrel.
Color the one that you are.
Color him red or brown.

Incidental reading: Dismissal. Days of week; *To-morrow.*

To-day is Friday. (OR)
To-morrow will be Saturday.

WORD STUDY

71st day. (*a*) Review short vowel combinations, taken rapidly with jingles; *ack, eck, ick, ock, uck* in "Duck" jingle (page 227).

(*b*) Stress *trick*, when*, beg*, cap**, in reviewing the combinations.

(*c*) Review phonetic cards.

72d day. *Objectives:* (*a*) to teach *pl;* (*b*) to review vocabulary.

(*a*) The double consonant *pl.* Key word, *play.* Develop and review *played, playing, plays, please, plaything, plan.*

(*b*) Review vocabulary beginning with *b, d, p, br, pl,* and *dr.*

73d day. *Objectives:* (*a*) to teach the phonogram *ing:* (*b*) to teach *ang, eng, ing, ong, ung* as a jingle and blend.

(*a*) The phonogram *ing*. Key word, *thing*. Blend **bring, ring, **sing, wing, fling*.

(*b*) Drill on *ang, eng, ing, ong, ung* in a little jingle:

Ang, eng, ing, ong, ung!
Hark! The bell has rung!

Blend these short vowel combinations with *s* and *r* to get **sang, **sing, sung, rang, ring, rung*.

74th day. *Objectives:* (*a*) to teach initial consonant *v:* (*b*) to review.

(*a*) Initial consonant *v*. Key word, *very*. Play a vocabulary game with words beginning with *v;* violet, veil, vain, very.

(*b*) Review phonetic cards.

75th day. *Objectives:* (*a*) to teach *bl,* (*b*) to review *ank, enk, ink, onk, unk* in a jingle.

(*a*) The double consonant, *bl*. Key word, *black*. Blend *blot, bled, black, blank, blink*.

(*b*) Review *ank, enk, ink, onk, unk* in a jingle:

Ank, enk, ink, onk, unk!
The elephant has a big trunk.

bank	chunk	punk	sink	think
blank	link	rank	sunk	trunk
blink	mink	rink	tank	wink
brink	pink	sank	thank	

GROUP WORK

71st day. *Whole class.* Card drill review. Good group go to puzzle games.

Medium and poor. Phonograms in short vowel combinations; other phonograms with single consonants. Medium group go to project.

Poor group. Flash word drills, *I am* and *This is* with adjectives or nouns.

72d day. *Whole class.* Review phonograms with single consonants. Good group go to project.

Medium and poor. Word card drill. Medium group go to puzzle games.

Poor group. Individual work as needed.

73d day. *Whole class.* Word match, all the words. Good group go to project.

Medium and poor. Phonograms with double consonants. Medium group go to project.

Poor group. Puzzle games and individual attention.

74th day. *Whole class.* Vocabulary game with troublesome sounds of letters of the alphabet. Good group go to project.

Medium and poor. Card flash drills. Medium group go to puzzle games.

Poor group. Individual drill.

75th day. *Whole class.* Phrase match. Good group go to puzzle games.

Medium and poor. Phonogram drills with single and double consonants. Medium group go to project.

Poor group. Individual work.

OPTIONAL AND SUPPLEMENTARY

PROJECTS

71st day. Devote the week to pets. Let the children choose the medium they wish for making pets, — paper, clay, cardboard, or wood.

72d day. Continue work in making pets.

73d day. Continue pet drawings, etc. Make large ones to go above the blackboard as a frieze.

74th day. Make a pet booklet. Best work of children, mounted in special booklet for class.

75th day. Complete the pet project. Have a sand-table display of pets, a sort of Pet Show.

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry Pictures.* Holmes' "Can't you talk?" (1063); Landseer's "Saved" (893). Landseer's Member of Humane Society — dog (892), Kiss me (1064), Sheep and dog (1124).

Conversation. Pets: how to care for them; tricks they can do.

Story-telling. Story retold. Also see p. 452.

Dramatization. The present; Primer, pages 76–77.

Pantomime. The dog's tricks: Primer, pages 78–80.

Language. A pet book. Pictures with sentences beneath.

Nature study. Dogs as pets: fox terrier, bull dog, collie, etc.; how to care for a dog.

Incidental numbers. Table of contents: Recognizing numbers.

Collections. Pictures of dogs. Bring seeds to germinate in window-glass garden, — peas, beans, corn, flax, grapefruit. Use moist blotting paper, sponge, cotton, sand, soil.

Games. (*a*) *This is the way we* [open the door; play dead dog; sit up and beg; catch the ball].

(*b*) *Game with opposites.* "I 'm very, very tall." See p. 239.

SONG GAMES, RHYMES, STORY-TELLING

Song games. (*a*) "I'm very, very tall." Crawford's *Dramatic Games and Dances*, p. 18.

We're very, very——.
We're very, very——.
Now we're——, now we're——.
Tell what we are now.

Children act *tall* or *small*, and child with covered eyes guesses. Then teacher places on blackboard ledge the following words which can be used as opposites:

little	good	sweet	fat	hot	well
big	bad	sour	thin	cold	sick

Children select pair they want, a child covers eyes, leader points to word they will act, and then they sing the song, substituting those words for *tall* and *small*. At the end they pantomime their word, and the child guesses.

(*b*) "Santa Claus," Bentley's *Play Songs*, p. 27.

Rhymes and poems: (*a*) "Bow, wow, wow." *Mother Goose*. See p. 431.

(*b*) "A little boy crept into the barn." *Mother Goose*. See p. 431.

(*c*) "Bread and Milk for breakfast." Rossetti. See p. 438.

(*d*) "Why do the bells of Christmas Ring?" Field's *Complete Poems*, p. 532.

Story-telling. (*a*) "Why the Crows say Caw! Caw." Olcott. See p. 452.

(*b*) "Christmas in a Barn." Poulsson's *In Child's World*, p. 119.

(*c*) "The Little Fir Tree." *Riverside Primer*, p. 109; Klingensmith's *Household Stories*, p. 66.

Table of contents. (*a*) Drill in counting from *1–75*, (*b*) Find Game — numbers with selections on first two pages of contents.

NOTES

SIXTEENTH WEEK

(Primer. "Little Piggy Wig," pages 81–89)

Specific objectives.

1. Silent reading. Read for definite things.
2. Oral reading. To grasp thought of sentence more quickly; to give rhymes with expression.
3. Seat work. More play for abilities in freehand and pattern work.
4. Reading endurance. More ability in reading several lines at a stretch.
5. Phonetics; *st, ight, old, dr.*

Materials.

1. Patterns: pen, man, board, nail, hammer.
2. Diagnostic test No. 16: *pen, Piggy Wig, hammer, nail, board.*
3. Word cards: fence (rolled), through (caught), arm (last), fasten (shall), held (kept).
4. Phonic cards.

Front	*Back*	*Front*	*Back*	*Front*	*Back*	*Front*	*Back*
store st	*st*	bright ight	*ight*	told old	*old*	drink dr	*dr*

5. Puzzle Games No. 28 and 29.

No. 28. This is the hand. No. 29. Phonetic blending.

New words.

76th day	*77th day*	*78th day*	*79th day*	*80th day*
Piggy Wig	rolled (*s*)	mend	hit	held (*s*)
Once (*s*)	right	board	shall (*s*)	mended
upon	through (*s*)	last (*s*)	brook	kept (*s*)
pen	caught (*s*)	nail	hold	
fence (*s*)	arm (*s*)	fasten (*s*)	reached	
		hammer	fell	

Phrases. *For drill:*

Once upon a time; rolled and rolled; mend the fence; At last; hit the nail; fasten the board; Now we shall see; right into the brook.

For supplying different words to fill blanks:

—— had a little ——; Piggy Wig ——; He caught —— ——; —— his arm; Oh, for a ——; without a ——; —— a brook; He —— down; —— fell right into the brook.

OPTIONAL AND SUPPLEMENTARY

I. Projects, occupations, and free-time activities. See page 247.

II. Correlation with other subjects. See page 248.

III. Supplementary song games, poems, and stories. See page 248.

READING PERIODS

Note. *Pictures.* The pictures give five stages of the story. They lend themselves readily to duplication at the sand-table. The silhouette on page 82 can be made by the children.

Text. A cumulative tale in imitation of folk-tales. Repetition in the rhymes. Humorous ending. Page 89, a summary and a word game.

76th DAY ("Little Piggy Wig," page 81)

For **Project, Word Study,** and **Group Work,** see pages 247, 245, 246.

Incidental reading: Opening. To review days:

This is Monday. (Or whichever day it is.) (OR)

New reading. "Little Piggy Wig," page 81.

(*a*) Picture study. Get *pen, fence* on board as parts of Piggy Wig's home. Did the man like the little pig?

(*b*) Find out all about Piggy Wig's home.

(*c*) Find game with words, reading whole line.

Review. (*a*) Re-read page 81. (*b*) Write on the board:

The little man liked his little pig. (OR)
He would call to him,
"Piggy Wig, Piggy Wig,
Come out and dig."

Where could Piggy Wig
dig with his nose?
Where could Piggy Wig
dig with his feet? (toes)

Seat work. Pattern of pen; the rest, freehand.

Make a little pen. (SR)
Put Piggy Wig in the pen.
Color the pen brown.
Color Piggy Wig red.
Make a fence.
Color the fence brown, too.

Incidental reading: Dismissal. Review names of days:

Good-by. (SR)
To-day is ——. (Fill in.)
To-morrow will be ——.
Count with me. (Count from 1–15.)

77th DAY ("Little Piggy Wig," continued; p. 82)

For **Project, Word Study,** and **Group Work,** see pages 247, 246, 246.

Incidental reading: Opening.

Do you think Piggy Wig could swim (OR)
in the river?
Could he run up a mountain?

New reading. "Little Piggy Wig," con.; page 82. Read to find out what adventures little Piggy Wig might have. Make up a new title for the page. Play the Find Game with words and phrases.

Review. (*a*) Re-read page 82, first with markers; then, without. (*b*) Write on the board:

Piggy Wig, you are so funny! (OR)
I want to see you
rolling through the fence.
I want to see you,
running away
from the little old man
But — Ho, ho!
He caught you,
Piggy Wig!
You are under his arm.

Seat work. Freehand pig, dressed up.

Play that Piggy Wig can do tricks. (SR)
He wears a little green cap.
He has a little stick under his arm.
He walks on his two little feet.
He has his little nose up.

Color Piggy Wig red.
Color his cap green.
Color his stick brown.

Incidental reading: Dismissal. To interest home folks:

Do you want to take Piggy Wig home
with you to see your Mother?
Yes, you may.
Say Thank you.
Good-by.

78th DAY ("Little Piggy Wig," continued; pp. 83–85)

For **Project, Word Study,** and **Group Work,** see pages 247, 246, 246.

Note. Make full use of the suggestions in Correlation with other subjects and Supplementary song games, poems, and stories.

Incidental reading: Opening. To lead up to project:

Good morning, Squirrels and Rabbits. (SR)
What are you doing now?

New reading. "Little Piggy Wig," con.; pp. 83–85.

(*a*) Review pig's first adventure, pp. 81–82, a Gray Squirrel reading for the Bunny Rabbits to see how well he can do it.

(*b*) Ask, "What must the little man do now?" Read to find out. Use markers.

(*c*) Play "I am thinking about" game with words and phrases.

Review. Re-read pages 81–85 rapidly:

page 81 . . . 2 pupils
page 82 . . . 2 pupils (OR)
page 83 . . . 3 pupils
page 84 . . . 4 pupils
page 85 . . . 1 pupil

Play the Find Game with words and phrases.

Seat work. Freehand; or patterns of apple, plate, butter, pig.

A is for apple, (SR)
so red and so round.
B is for butter,
at so much a pound.

Color the apple red.
Color the butter yellow.

Who likes to eat apples? [Piggy Wig]
Color him two colors
after you make him.

Incidental reading: Dismissal. Days of week:

Do you want to ask some one (OR)
to come on Friday?
You may ask Mother.

79th DAY ("Little Piggy Wig," concluded; pp. 86–88)

For **Project, Word Study,** and **Group Work,** see pages 247, 246, 247.

Incidental reading: Opening. Personal information:

Can you tell where you live? (SR)
Who can tell me?

New reading. "Little Piggy Wig," con.; pp. 86–88. Write on the board and read to find out:

What is the man doing all this time? (OR)
What is the pig doing?

Then ask "What became of the little pig?" What is the man reaching for in the picture on page 87? What was the hand? [His own reflection.]

Practice for expression, particularly in the old man's speeches.

Talk about the story in the large:

Is the man feeding the pig the best things? Was the man looking for the right things to mend the fence? In what order would he look for the things? What was the hardest thing to find? Where did he find the hand? What happened when he reached down? Why? What would the man look like when he got home? Why is the pig laughing on page 89?

Review. Re-read the story from page 81 to 88. Let one child take the part of the book; and other children, the other characters, reading their parts aloud.

Talk about how to play the story. Practice saying the speeches. See whether the Bunny Rabbits can say them as well as the Gray Squirrels.

Seat work. Have the children draw freehand a dog, a bird, and a cat. Then write:

Color the very little one blue. (SR)
Color the one that likes milk.
Color her black.
Color the one
that likes to run with the boy.
Color him red.
Put a dot under the one
that says, Bow, wow, wow.
Put a line under the one
that says Mew, mew.

Incidental reading: Dismissal.

Did Piggy Wig run home? (SR)
Now, you may run home, too.
You may all run off home.

80th DAY (Review, page 89)

For **Project, Word Study,** and **Group Work,** see pages 247, 246, 247.

Incidental reading: Opening. Personal information:

How old are you? (SR)
Hands up.
Tell me.

Require a complete sentence in answering. A language lesson.

New reading. Review; page 89.
Read the jingle on page 89. See how rapidly children can read it.
Re-read the whole story with the idea of playing it in mind.

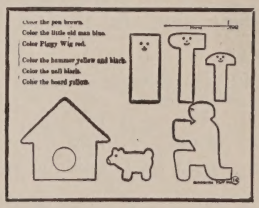
Review. (*a*) Write the following on the board. Then play the story.

Shall we play "Piggy Wig"? (SR)
Who wants to be Piggy Wig?
Who wants to be the little old man?
Who wants to be the board?
Who wants to be the nail?
Who wants to be the hammer?

Seat work. Diagnostic test No. 16; or patterns of man, pig, hammer, nail, board, pen.

(SR) Color the pen brown.
Color the little old man blue.
Color Piggy Wig red.

Color the hammer yellow and black.
Color the nail black.
Color the board yellow.


Color the pen brown.
Color the little old man blue.
Color Piggy Wig red.
Color the hammer yellow and black.
Color the nail black.
Color the board yellow.

Incidental reading: Dismissal. Days of week.

What a good time we have had. (OR)
Come back again on Monday.

WORD STUDY

76th day. *Objectives:* (*a*) to teach *st,* (*b*) to review "Bossy Letter" in *ai.*
(*a*) Double consonant *st.* Key word, *store.* Blend **stick, still, stand, stake, stall, *stay, sty.* Review *st* in the middle of Roo*st*er Poo*st*er.
(*b*) Review "Bossy Letter" in the following words:

*ai*l	hail	m*ai*l	p*ai*l	s*ai*l	w*ai*l
f*ai*l	j*ai*l	n*ai*l	r*ai*l	t*ai*l	tr*ai*l

Tell which one says its name (*a*), and which one follows it and "bosses" it (*i*).

77th day. *Objectives:* (*a*) to teach *ight*, (*b*) a vocabulary game.

(*a*) The phonogram *ight*. Key word, *bright*. Blend *sight, tight, fight, *right, *might, *light, *night.*

(*b*) Play a vocabulary game with animals:

T. I am thinking of an animal that begins with —
(Give sound of first letter)

78th day. *Objectives:* (*a*) to teach *old*, (*b*) to review *and, end, ind, ond, und.*

(*a*) The phonogram *old*. Key word, *told*. Blend *bold, *cold, fold, gold, *hold, mold, sold.*

(*b*) Review the short vowel combination: *And, end, ind, ond, und.* Blend **sand, send, tend, band, bend, *mend, *hand, *land, *lend, brand, *stand,* rapid fire on board, by inserting different consonants with phonograms.

79th day. *Objectives:* (*a*) to teach *dr*, (*b*) to review *ank, enk, ink, onk, unk.*

(*a*) The double consonant *dr*. Key word, *drink*. Blend *drag, drug, drop, drum, drank, drunk.*

(*b*) Review *ank, enk, ink, onk, unk* combination with consonants, putting it on the board in tabular form.

80th day. (*a*) Review vocabulary beginning with *c, ch, cr, cl, f, fl, fr, g, gr.*

Or (*b*) Review "Bossy Letter" in *ai* combinations:

laid	pain	brain	stain	air	chair	bait
maid	rain	chain	train	fair	stair	wait
paid	vain	plain	grain	hair		trait

GROUP WORK

76th day. *Whole class.* Test prospective Gray Squirrels with additional basal words of previous week. Good group go to puzzle games.

Medium and poor. Drill in filling blanks in sentences. Page 240. Medium group go to project.

Poor group. Individual work with poorest pupils.

77th day. *Whole class.* Phonic cards. Good group go to project.

Medium and poor. Railway Game with words. Medium group go to project.

Poor group. Building sentences by filling blanks.

78th day. *Whole class.* Phrase card match. Good group go to puzzle games.

Medium and poor. Building paragraphs or sentences. Medium group go to project.

Poor group. Playing the Find Game with words and phrases on pages 81 to 85.

79th day. *Whole class.* Flash word and phrase drills. Good group go to project.

Medium and poor. Phonograms blended with consonants. Medium group go to puzzle games.

Poor group. Railway Word Game. Primer, page 119.

80th day. *Whole class.* Phonograms blended with consonants. Good group go to project.

Medium and poor. Play a number game with the words on page 89 of the Primer. Medium group go to project.

Poor group. Flash drills and individual work.

Silent reading card game. Add to pack. See page xxxi.

Walk up and down with the flag.

OPTIONAL AND SUPPLEMENTARY

PROJECTS

76th day. Plan a Zoo Party. Talk about animals found at Zoo: giraffe, lion, tiger, bear, etc. Plan how to make cages for them.

77th day. Make animal cages of paper or wood. Boxes[1] can have sides cut out to look like bars or bars drawn on them. Shoe boxes are unusually good.

78th day. Begin a class Zoo Poster, each child selecting an animal to draw and color, later to be pasted on the poster: giraffe, elephant, lion, tiger, monkey, bear, seal, kangaroo, hippopotamus, rhinoceros, zebra, leopard, deer, snake, eagle, ostrich, wolf, fox, etc.

79th day. Continued. Each child colors a second (different) animal.

80th day. Make a stand-up of animal. (See page 97.) Have a procession or Zoo Parade; or make a Zoo frieze of animals for over blackboard. A silhouette frieze is effective and simple.

[1] "Jolly Book of Box Craft" helpful.

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry Pictures* in color, 2 cts. Wild animals for Zoo: lion (9438); bear (9397); buffalo (9421); elephant (9430); tiger (9432); giraffe (9447); camel (9455); elk (9413). Landseer's "Sick monkey" (904, 1 ct.).

Conversation. Pig Club; care of pigs; raising pigs.

Story-telling. Story re-told. Also see p. 452.

Dramatization. The story.

Language. Copying rhymes. A "Pig" book.

Nature study. Pigs; value; how raised. Brooks; Christmas trees. Wild animals (Zoo party).

Incidental numbers. Number game, *1–20*, page 89. Table of contents, numbers to page 89.

Children's collections. Old toys to give to hospital. Bazaar of gifts made. Things for class Christmas tree. Holly, laurel, mistletoe, etc.

Games. (*a*) *Vocabulary game with animals.* See p. 246.

(*b*) *Matching game.* — Teacher mounts pictures of various wild animals, and has card slips with their names in envelope for children to lay as titles under pictures of animals, for seat game.

(*c*) "*This is the way we* — so early in the morning." Substitute at blank different phrase cards from Piggy Wig rhymes — *hold the hammer, hold the nail, hit the nail, fasten the board, mend the fence.*

SONG GAMES, RHYMES, AND STORY-TELLING

Song games. (*a*) "The Zoo." Bentley's *Play Songs*, p. 50; *Songs with Music*, p. 44.

(*b*) "Piggy Wig and Piggy Wee." Gaynor's *Songs of the Child's World.* Bk. 2, part 2.

Rhymes and poems: (*a*) "As I went to Bonner." *Mother Goose.* See p. 431.

(*b*) "Singing." Stevenson. (Stress monkey and organ grinder.) See p. 436.

(*c*) "A little pig found." *Mother Goose.* See p. 431.

(*d*) "I. This pig." *Mother Goose.* See p. 431.

(*e*) "Country Mouse and City Mouse." Rossetti. See p. 439.

Story-telling. (*a*) "What the Moon Saw." Andersen. See p. 452.

(*b*) "The Circus." *Riverside Primer*, pp. 94–97.

(*c*) "What Happened on the Road." Hoxie's *Kindergarten Story Book*, p. 19.

Table of contents. Silent reading, drill on titles, and numbers on two pages of contents.

NOTES

THE CARPENTER PROJECT

("Playing Carpenter," Primer, pp. 90–95)

SEVENTEENTH WEEK

("Playing Carpenter," pp. 90–95)

Specific objectives.

1. Silent reading: reading for definite things.
2. Oral reading. Expression in the verses.
3. Seat work. More freedom in interpreting directions.
4. Reading endurance. More skill in reading several sentences of a paragraph.
5. Phonetics: Long vowels, *z*, *ash*.

Materials.

1. Diagnostic test No. 17: *Here is the house that Jack built;* longer, more detailed.
2. Word cards. carpenter (thought), finger (show), built (pretty), Buzz (draw).
3. Phonic cards.

Front	*Back*	*Front*	*Back*
Buzz z	Z z	Splash ash	*ash*

4. Puzzle Games Nos. 30 and 31.

No. 30. There was an old woman. No. 31. Hitting the nail.

New words.

81st day		*82d day*		*83d day*	*84th day*	*85th day*
Carpenter (*s*)	begged	while	Whack	pretty (*s*)	goes	(*Review*)
thought (*s*)	bigger	cries	Until	Buzz (*s*)	my	
nails	fingers (*s*)	showed (*s*)	barked	Tink	Draw (*saw*)	
ten		drive	built (*s*)		hitting	

Phrases. *For drill:*

to play carpenter; ten big nails; a bigger board; After a while; a pretty bird house.

For supplying different words in the blanks:

—— thought it would be a good ——; They had ten ——; a bigger ——; —— his fingers; he showed ——; You drive —— ——; Tom built —— ——; to my ——.

OPTIONAL AND SUPPLEMENTARY

I. Projects, occupations, and free-time activities. See page 257.

II. Correlation with other subjects. See page 257

III. Supplementary song games, poems, and stories. See page 258.

READING PERIODS

Note. *Pictures.* Pictures made to illustrate a certain line on the page. *Text.* Rhymes of the story anticipate lines in the poem on page 95. Contrast who cries "Ow" in the story and in the poem.

81st DAY ("Playing Carpenter," pp. 90–91)

For **Project, Word Study,** and **Group Work,** see pp. 257, 255, 256.

Incidental reading: Opening. To lead up to making things:

What do you like to make at home?

New reading. "Playing Carpenter," pp. 90–91.

Write, and have children read to find the answers to questions. Have the children read several lines aloud in answer

Who are playing? (OR)
What did they want to play?
Have you played that game?
What do they have?
What do they want?
Who finds it for them?
What does Tom do?

Review. (*a*) Re-read pages 90–91 silently, to make up little titles for each paragraph; as, (1) What they wanted to play; (2) What they had; (3) Board, too little; etc.

(*b*) Then write on board:

Tom is not very big. (OR)
I am bigger.
I want to be a carpenter, too.

I have two hands.
I have fingers to hammer with.
I can find ten nails.

Tom thought he was a good carpenter.
So can I be a good carpenter.

(*c*) *Silent reading card game.* See page xxxi. Add to pack:

Hold up three fingers.

Seat work. Freehand; or pattern of flying bird and other bird.

Make ten little birds. (SR)
Make two bigger birds.

Color the ten little birds blue.
Color the bigger birds black.

Here the test is not only number and color but size.

Incidental reading: Dismissal. Personal application:

Run home, little carpenters. (OR)

82d DAY ("Playing Carpenter," continued; pp. 92–93)

For **Project, Word Study,** and **Group Work,** see pages 257, 255, 256.

Incidental reading: Opening. Making things:

What can you do with your fingers? (OR)

New reading. "Playing Carpenter," continued; pp. 92–93.

Put on the board a question and read rapidly to find the answer. See who can find it first.

What were Tom and Betty going to make?

Review. (*a*) Re-read pages 90–93 to bring out the expression.

(*b*) Play the Find Game with words and phrases, the child to read the whole thought.

(*c*) Act the scene with Uncle Bob.

Seat work. Pattern of flying bird.

Make 5 birds. (SR)
Color one bird black.
Color one bird blue.
Color one bird yellow.
Color one bird brown.
Color one bird red.

These birds may represent blackbird, blue bird, canary, brown thrush, cardinal or red bird. Color Game, page 27.

Incidental reading: Dismissal. To emphasize the range of country over which birds fly.

Good-by, little birds. (OR)
How do you go?
What do you say?
Tweet, tweet?
I like you.

You can go to the sea.
You can go on the river.
You can go on the mountain.
But please go with me.

83d DAY ("Playing Carpenter," concluded; p. 94)

For **Project, Word Study,** and **Group Work,** see pages 257, 255, 256.

Incidental reading: Opening. Habits of birds:

Good morning, little birds. (OR)
Hop, hop, hop.
What did you eat?

New reading. "Playing Carpenter," concluded; page 94.

Write question and read to find out.

What did they think of the bird house? (SR)

What other tools could they use in playing? How would Tom make the bird house? Is it winter or summer? Find out which month.

Play the Find Game and use cards.

Review. Re-read whole story aloud, pages 90–94: Let competition enter in. See who read the better.

(*a*) Gray Squirrels read in relay.
(*b*) Bunny Rabbits read in relay.

Silent reading card game. Add to pack:

Play carpenter and mend a fence.

Seat work. Freehand. The children should draw a big cage and put a parrot in it.

Then copy on the board these directions for them to follow:

Color the bird green, red, and yellow. (SR)
Make the bird very pretty.
Make the bird's house yellow.

This may be pasted on cardboard, cut out, and hung up in the room.

Incidental reading: Dismissal. Game of raising arms and flapping them like wings.

Little birds, fly away home. (SR)
Good-by, little birds.

84th DAY (Poem, "Hitting the Nail," page 95)

For **Project, Word Study,** and **Group Work,** see pages 257, 255, 256.

Incidental reading: Opening. Conversation about local birds:

Good morning. (SR)
What birds have you seen?
What were they like?

New Reading. Poem, "Hitting the Nail," page 95.

(*a*) Write on the board:

How does a little bird go? (OR)
What does it say? . . . [Talk about it]
The little bird goes Tweet, tweet.

Ask the children which birds are theirs. Then draw a bird of your own on the board, and write:

They are your birds. (OR)
This is *my* bird. (Point)

The reading for to-day is a poem, of which all the new words are anticipated. Let the children read silently to get the fun of the poem. See which children reach the funny place first.

Then read the poem aloud to bring out all the humor.

Do you think the little boy had had his hammer very long? On whom is the joke in the poem?

Silent reading card game. Add to pack:

Point to something pretty.

Review. Re-read page 95, children vying with one another.

Review all the Mother Goose poems that you have had in the puzzle games. See how many of the children can say them from memory. Recite them in a way that brings out the rhythm and rhyme.

Seat work. Freehand illustration. Blend *draw* from *saw*. Then write:

Draw a little boy. (SR)
Draw the Uncle.

The uncle is looking at the little boy.
The little boy is hammering something on the table.

Incidental reading: Dismissal. The child who can read this aloud correctly may play leader in the game of flying like birds.

Good-by. (SR)
Go home, little birds.

85th DAY (Review and Story Party)

For **Project, Word Study,** and **Group Work,** see pages 257, 256, 257.

Incidental reading: Opening. To associate story with home life:

What are you making for the birds? (SR)
Have you a bird at home?

New Reading. At this time let the children prepare some supplementary reading in other primers under your direction for the Story Party, using the Mother Goose rhymes and material built around the rhymes. When they come to words that they cannot blend, be ready to tell them.

Review. Have a Story Party with supplementary reading of Mother Goose or Mother Goose Primers.

Little Boy Blue
Little Bo-Peep
Humpty Dumpty
Hey, diddle, diddle
Jack and Jill
Jack Sprat
Jack, be nimble
Little Miss Muffet (OR)
Little Jack Horner
Old Mother Hubbard
Simple Simon
See-saw, Marjorie Daw
There was an old woman

These rhymes have been played in the puzzle games, so the children are reasonably familiar with them.

The Mother Goose rhymes may be recited or read from key cards of the games.

The Gray Squirrels prepare "The Little Red Hen" as their contribution to the party. Let them find the story in different books. The words will not be too difficult. The following are the usual new ones: *seed*, *wheat*, *plant*, *cut*, *thresh*, and *grind*. With a little help from the teacher they can get these words phonetically. See page 454.

Sources: Winston Primer, p. 2.
Free and Treadwell Primer, p. 1.
Everyday Classics Primer, p. 84.
Beacon Primer, p. 39.
Young and Field First Reader, p. 102.
Beacon First Reader, p. 63.
Summers First Reader, p. 55.
New Barnes Primer, p. 44.
Horace Mann Primer, p. 77.
Progressive Road, Book I, p. 10.
Edson-Laing, Book I, p. 7.
Elson First Reader, p. 77.
Studies in Reading, Primer, p. 110.

Invite the principal or some other children to be present.

Seat work. Diagnostic test No. 17. If you do not have the test, use patterns of house, table, meat, cat.

Here is the house that Jack built. (SR)
Color the house red and green.

Here is the table that Tom made
for the house that Jack built.
Color the table brown.

Here is the meat that was on the table
Tom made for the house that Jack built.
Color the meat red.

Here is the cat that ate the meat
that was on the table Tom made
for the house that Jack built.
Color the cat black.

Incidental reading: Dismissal. Criticism of their own efforts:

This was a very good party to-day. (OR)
Good-by.

WORD STUDY

81st day. *Objectives:* (*a*) to teach long *i*, (*b*) to blend words.

(*a*) Long vowel *i*. Write *am;* prefix *d* (dam); add *e*, pronounce *dame.* Write *dim;* add *e;* pronounce *dime.* "Little Lazy *e*" at the end of the word makes *i* say its name.

(*b*) Blend *while, going, drive, whack,* and *until,* words in lessons soon to come.

82d day. (*a*) Apply "Little Lazy *e*" rule, forming long *i* (vowel saying its name).

mice	hide	bike	mile	dime	fine	fire	dive
nice	ride	hike	pile	lime	line	mire	five
rice	side	like	while	time	mine	tire	live
	wide	pike	stile	crime	shine	wire	drive

Note. Full lists are furnished to provide variety and meet changing needs of classes. Teacher should select the most suitable.

(*b*) Review phonic cards.

83d day. (*a*) Review words in the Primer Vocabulary, beginning with *h, j, k, l, m,* and *n.*

(*b*) Review "Little Lazy *e*" making *a* say its name:

face	fade	cage	bake	rake	gale	came	name
lace	made	page	cake	take	pale	dame	same
race	wade	rage	lake	wake	stale	game	tame
	shade	wage	make	shake		lame	shame

84th day. *Objectives:* (*a*) to teach initial *z*, (*b*) to review.

(*a*) Initial *z*. Key word, *Buzz.* Prolong the *z* sound from *Buzz* and put it with *ig* and *ag* to form *zig-zag.* It is a "buzzing sound," like buzzing *s.*

(*b*) Review Primer Vocabulary beginning with *p*, *q*, *r*, *s*, *t*, *v*, *w*, and *y*.

85th day. *Objectives:* to teach *ash, esh, ish, osh, ush.*

The phonogram *ash.* Key word, *splash.* Blend *sash, rash, mash, cash, hash, dash, lash, trash, flash.* Make up a short-vowel jingle; as,

Ash, esh, ish, osh, ush!
The children ran off with a rush.

Build a table of these short sounds, column by column, on the board, as the children blend the words with you:

	s	*f*	*w*	*r*	*m*	*c*	*h*	*d*	*l*	*tr*	*fl*
ash	sash.	—	—	rash	mash.	cash	hash	dash.	lash	trash	flash
esh	—	—	—	—	mesh.	—	—	—	—	—	flesh
ish	—	*fish	wish	—	—	—	—	dish	—	—	—
osh	—	—	—	—	—	—	—	—	—	—	—
ush	—	—	—	rush	mush.	—	hush	—	—	—	flush

GROUP WORK

81st day. *Whole class.* Railway Game of word lists on page 119. Each word is a station for the child-conductor to call. Good group go to puzzle games and supplementary reading.

Medium and poor. Short vowel combinations with single consonants. Medium group go to project.

Poor group. Individual help as needed.

82d day. *Whole class.* Drill with phrases and sentences in sentence building. Good group go to project.

Medium and poor. Short vowel combinations with double consonants. Medium group go to puzzle games.

Poor group. Flash word drills. Railway Game with word list to date (page 119).

83d day. *Whole class.* Phonograms with all the single consonants. Good group go to supplementary reading of Mother Goose.

Medium and poor. Card match. Medium group go to project

Poor group. Puzzle games under your direction.

84th day. *Whole class.* Phonograms with double consonants. Good group go to supplementary reading of Mother Goose.

Medium and poor. Silent reading card game. Medium group go to games.

Poor group. Mother Goose rhymes.

85th day. *Whole class.* Short-vowel combinations with the jingles; "Little Lazy *e*." Good group go to project.

Medium and poor. Vocabulary games. Medium group go to project.

Poor group. Silent reading card game. Add to pack:

Draw a river on the board.
Tell when you wear wool.
Roll the ball to the door.
Ask for a flag or a cap.
Draw three fishes on the board.
Hold up your right arm.

OPTIONAL AND SUPPLEMENTARY PROJECTS

81st day. Plan to make something for the garden.

82d day. Make little birds to paste along top of window panes or blackboard. Color, cut out, and paste.

83d day. Make a large blackboard cage for different varieties of birds to be pasted in. Make small bird cages of paper to hang around the room.

84th day. Construct a large cardboard cage for the class room. Model birds in clay.

85th day. Make a bird house for the school yard. A class project.

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry Pictures.* Bird box (3160), Robin Redbreast (3156), Lessons in Boat Building (3185).

Conversation. How to play carpenter. What Tom could make for Betty. Fun with tool chest. How to use tools.

Story-telling. Story retold.

Pantomime. Imitating actions of carpenter.

Language. Things to make and do. Copying part of poem.

Nature study. Where wood comes from. Lumbering, etc. Birds as pets; pigeons.

Incidental numbers. Roman *I–X*.

Children's collections. Old calendars, to be cut up and pasted on oak tag to make number games. Largest sizes preferred.

Games. (*a*) "*Black bird finger game.*" See p. 279.

SONG GAMES, RHYMES, AND STORY-TELLING

Song games. (*a*) "See-saw, Marjorie Daw." *Songs with Music*, p. 60.

(*b*) "The Carpenters." *Lyric Music Primer*, p. 5; *Smith's Songs for Little Children*, part 1.

Rhymes and poems: (*a*) "See-saw, Marjorie Daw." *Mother Goose.* See p. 431.

(*b*) "There were two blackbirds." *Mother Goose.* See p. 279.

(*c*) "Rub a dub, dub." *Mother Goose* (various trades). See p. 431.

(*d*) "What I like." *Riverside Primer*, p. 102.

(*e*) "A Good Play." Stevenson. See p. 436.

(*f*) "Wrens and robins in the hedge." (Bird houses.) Rossetti. See p. 439.

Story-telling. (*a*) "Why Snow is White." Olcott. See p. 453.

(*b*) "Little Deeds of Kindness." Poulsson's *In Child's World*, p. 27.

(*c*) "How do you do?" *Riverside Primer*, p. 42.

Finding pages. Teacher announces number of page, and children find and read first (or last) line on page.

NOTES

THE FARM PROJECT

18th week. "Tom and Betty at the Farm," pp. 96–103
19th week. "The Ride Home," pp. 104–110

EIGHTEENTH WEEK

("At the Farm," pp. 96–103)

Specific objectives.

1. Project: To visualize Mother Goose characters and to have a review of the best known jingles; to make stand-ups of characters in Mother Goose; to make a Mother Goose booklet; a Mother Goose frieze; play a Mother Goose game; or have a farm on the sand-table.
2. Silent reading. To grasp the main thought of a number of lines.
3. Oral reading. To take parts in dialogue; to read Mother Goose jingles with expression.
4. Seat work. To interpret Mother Goose jingles according to directions.
5. Phonetics. To review the long vowels.
6. Supplementary reading. To begin to browse in the Mother Goose stories in primers. Mother Goose pattern sheet.

Materials.

1. Patterns: Mother Goose sheet.
2. Diagnostic test No. 18: *Bo-Peep, Miss Muffet, Jack and Jill, Little Boy Blue, Humpty Dumpty.*
3. Word cards: farm (pony), head (lady), slash (any), full (none), master (market).
4. Puzzle Games Nos. 32, 33, and 35.

   No. 32. Baa, baa, black sheep.
   No. 33. Phonetic elements for blending.
   No. 34. Five Little Pigs.

New words.

86th day	*87th day*		*88th day*	*89th day*	*90th day*
Farm (*arm*)	horse (*or*)	mile	song (*s*)	market (*s*)	(*Review*)
ride	head (*bread*)	whipped	any (*s*)	stayed	
pony (*s*)	around	slashed (*s*)	bags	none (*s*)	
rode	sang	mire	full (*s*)	five	
lane	Dapple Gray	lend	master (*last*)	Humpty	
Bo-Peep	lent	hire	dame	Dumpty	
	lady (*s*)		Billy	great (*s*)	
	Miss Muffet		shook		
			Jill		

Phrases. *For drill:*

May we ride; a horse and a cow; five little pigs; all the way home; Bo-Peep: Miss Muffet; Jack and Jill; Little Boy Blue; Humpty Dumpty.

For supplying different words in the blanks:

—— the farm; They saw a ——; They looked at —— ——; —— went to market; —— stayed at home; This little —— had ——.

OPTIONAL AND SUPPLEMENTARY

I. Projects, occupations, and free-time activities. See page 269.

II. Correlation with other subjects. See page 269.

III. Supplementary song games, poems, and stories. See page 270.

READING PERIODS

Note. *Pictures.* Farm scenes in winter, both exterior and interior. Pages 102 and 103 present pigs in natural setting and in personified setting of Mother Goose. *Text.* Combination of dramatic form and ordinary paragraph. What they said in dramatic form on page 97. Teaching big divisions of a story, page 97. Teaching children to find big topics on pages 98 to 101 by supplying titles at the blanks.

86th DAY ("At the Farm," pp. 96–97)

For **Project, Word Study,** and **Group Work,** see pages 269, 266, 268.

Incidental reading: Opening. To review Little Bo-Peep:

Where did little Bo-Peep live? (OR)
Who was Little Bo-Peep?

New reading. "At the farm," pp. 96–97.

(*a*) Say you heard that Tom and Betty went off for a long ride. "Where might they go?" [Children suggest . . . When they give *farm,* write it on board] . . . Read table of contents to verify. Then ask, "How would they get to a farm?" . . . [Get *lane,* write it on board. Draw a road out from town, call it "State highway," and draw a lane leading from it to a cluster of buildings. Thus you visualize the word *lane.*] Open books and talk about the picture. What different things tell that it is winter? Talk about what they could do at a farm.

(*b*) Then ask what Tom and Betty did. Read with markers to find out.

How many different things did Tom want to do? How many, Betty? Which things helped the farmer most? Why?

Practice the dialogue. Show the children how to distinguish between the *said* and *did* parts.

This material is planned to make children realize what organization means. Don't use that term, however, in talking to them. On page 96 we have the conversation at the start (**What they said**), and on page 97 what they said on the way, their anticipated pleasures. On page 97, this section is tagged with a sub-title (**What they said**). On page 96 the last three lines tell "What they did" at the start; on page 97 the last four describe "What they did" on the journey and their arrival. Emphasize that each section is about what "the black words say."

Play the Find Game, reading first on one page, then on the other, "what they said" and "what they did." Have the class tell you how many must take part in the "said" section.

Review. (*a*) Pages 96–97.

Four children read parts of Tom, Betty, Uncle Bob, and "Book," until most have read. Emphasize again the sub-titles on page 97, for in the next lesson the class is to think of these titles themselves. Show how each sentence thought bears on the sub-title.

Seat work. Under the jingle "Little Bo-Peep" which you have allowed to remain on the board, write directions. Children use the pictures prepared in the project period.

(SR) Little Bo-Peep has lost her sheep,
And does not know where to find them.
Leave them alone and they will come home
Bringing their tails behind them.

Color Bo-Peep green, blue, and yellow.
Color the sheep gray.
Color the tails black.

Incidental reading: Dismissal. Hold up a good piece of seat work:

Little Bo-Peep is going to stay with us. (OR and SR)
Shake your hand Good-by to her.
She is a pretty little girl.

87th DAY ("At the Farm," continued; pp. 98–99)

For **Project, Word Study,** and **Group Work,** see pages 269, 266, 268.

Incidental reading: Opening. To review Mother Goose:

Did Bo-Peep find her sheep? (SR)
Where were they? . . .
They were in the barn.

New reading. "At the Farm," continued; pp. 98–99.

Picture. How many different animals are on page 98? What is done with the bucket, rake, and ladder? Which animal should you be most interested in?

Read to find titles to supply at the blanks: p. 98 ("What they saw"); p. 99 ("What they did").

Play the Find Game with phrases.

Practice reading "I had a little pony," as Uncle Bob or Tom might say it. Find the jingle in the contents to see who made up the song.

Review. Pp. 98–99. Write on the board:

Did you like the lady, (OR)
who rode Dapple Gray?
Who was Dapple Gray?
How did the lady ride?
What did Tom and Betty
see in the barn?
What did they do?

Put questions on board singly. Talk about them, and read silently to find lines that answer.

Question: Would your father like to take his automobile where the lady rode? Why? Or why not?

Memorize the poem. Begin a line, and let different children finish it.

Silent reading card game. Add to pack:

Draw what Tom built.
Play that you swim in the water.
Shake your head up and down.
Play that you ride a h rse.
Play that you swim like a fish.

Seat work. Color Jack and Jill, made for the morning project. Write:

Jack and Jill went up the hill, (SR)
To get a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

Color Jack brown.
Color Jill blue.
Color the hill green.
Color the pail gray.

Incidental reading: Dismissal. Hold up the best picture:

Jack and Jill had a tumble. (OR)
Say Good-by to Jack and Jill.

88th DAY ("Tom and Betty at the Farm," continued; pp. 100–101)

For **Project, Word Study,** and **Group Work,** see pages 269, 267, 268.

Incidental reading: Opening. To anticipate:

Good morning. (SR)
Where is Little Boy Blue?
What is he doing?

New reading. "At the farm," continued; pp. 100–101.

Where is Betty standing in the picture on page 100? What were the most useful things the children wanted to do? What other things would the farm hand have to do?

Make a title for page 101. [What they looked at.] Use markers. Play the Find Game with phrases.

Memorize jingle, p. 100. Act jingle: Two children impersonate Betty and sheep.

Review. (*a*) Pp. 98–101. Write on board:

What did they see in the barn? (SR)
Find what it says. (Find lines.)

(*b*) Or recite Mother Goose poems. Read in other primers under teacher's supervision.

Silent reading card game. Add to pack:

Play that you ride a pony.
Play carpenter and hit a nail.
Put your right hand on your head.
Do a trick Tom taught Tatters.

Seat work. Freehand; or patterns of cow and sheep with little Boy Blue picture prepared earlier.

Little Boy Blue, Color the boy blue. (SR)
Come, blow your horn. Color the haycock green.
The cow is in the meadow. Color the sheep gray.
The sheep is in the corn. Color the cow brown.

Where is the little boy,
That tends the sheep?
He is under the haycock,
Fast asleep.

Incidental reading: Dismissal. Hold up best picture:

Little Boy Blue was fast asleep. (OR)
Say Good-by to little Boy Blue.

89th DAY ("At the Farm," concluded; pp. 102–103)

For **Project, Word Study,** and **Group Work,** see pages 269, 267, 268.

Incidental reading: Opening. To anticipate:

Is Humpty Dumpty here? (SR)
Who is Humpty Dumpty?
Where did he sit?

New reading. "At the Farm," continued; pp. 102–103.

Picture study. Pick out a line for each little pig. What things would a city child like best to do at a farm? What does a country child like best? Which little pig had the best time?

Find-line Game.

Play game of "Five Little Pigs." Five children impersonate little pigs; another, Mother Pig, who points her finger at each little pig in turn and says line of jingle. Each little pig goes off at once and acts what the line said.

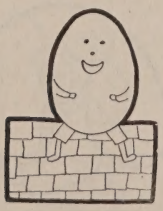
Review. (*a*) Rhymes on pages 99, 100, and 102 Different children read and recite them.

(*b*) Supplementary reading in other primers.

(*c*) *Silent reading card game.* Add to pack:

Draw a doll or a ball.
Walk around with the flag.
Tell what you wear on your head.
Count from one to 15.
Put your arms back of you.
Point to the one who had wool.
Play that you go to market.
Count your fingers.

Seat work. Freehand illustration of jingle. Use pattern of horse, if it is too hard to draw.



Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the king's horses, and all the king's men,
Could not put Humpty Dumpty together again.

Color Humpty Dumpty yellow. (SR)
Color the wall red.
Color the king's horses black.
Color the king's men brown.

Incidental reading: Dismissal. Hold up best picture:

What was Humpty Dumpty? (SR)
Wave Good-by to him.

90th DAY (Review and Story Party)

For **Project, Word Study,** and **Group Work,** see pages 269, 268, 269.

Incidental reading: Opening. To draw out suggestions.

Shall we have a party to-day? (OR)
Who shall be asked to come
to the party?

New reading. Prepare for a Story Party to be given in the Review period, when another group or the principal may be invited.

Gray Squirrels (good group) prepare "Gingerbread Boy." (See p. 455.) Medium group prepare "Little Red Hen" (p. 254) and some Mother Goose jingles. Poor group prepare Mother Goose.

At this time the single sheet "stories" made for the library will be helpful, for children can have rhymes to work on. Two children can practice reading theirs to each other. With the two stories, the children should read all the way through, and choose lots for the pages to read.

The children may review Stevenson's and Rossetti's poems.

Review. Write a program on the board.

(OR) **This is the Party.**

The Gingerbread Boy . . . *by the Gray Squirrels*
The Little Red Hen . . . . *by some Bunny Rabbits*
Mother Goose . . . . . *by the Others*

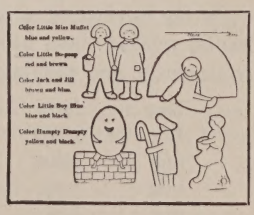
[Here enumerate the jingles chosen]

Seat work. Diagnostic test No. 18: a sheet with pictures of Miss Muffet, Bo-Peep, Jack and Jill, Little Boy Blue, and Humpty Dumpty.

Color Little Miss Muffet blue and yellow.
(SR) Color Little Bo-Peep red and brown.
Color Jack and Jill brown and blue.

Color Little Boy Blue
blue and black.

Color Humpty Dumpty
yellow and black.


Color Little Miss Muffet blue and yellow.
Color Little Bo-peep red and brown.
Color Jack and Jill brown and blue.
Color Little Boy Blue blue and black.
Color Humpty Dumpty yellow and black.

These may later be cut out and pasted on cardboard to make characters.

Incidental reading: Dismissal.

The party was fun. (Or good.) (SR)
Good-by. Come on Monday.

WORD STUDY

86th day. (*a*) Review short vowel combinations, *ant, ent, int, ont, unt,* and blend with consonants:

b*ent*	l*ent*	s*ent*	p*ant*	m*int*	h*unt*
d*ent*	r*ent*	t*ent*	pl*ant*	t*int*	st*unt*

Note. A variety of review suggestions is offered from now to the end of the Primer, so that you can better select what you need. It is not intended that you should take all the words in a list.

Or (*b*) Review "Little Lazy *e*" rule. Children find words with short vowels first. They sound each of these, and at once pronounce the long vowel word below it. Then erase the short vowel words and have them pronounce the long vowel words (those with "Little Lazy *e*"). Then number the words and play the Railway Game.

Min	tin	shin	rid	kit	rip	rise	tide	dive
mine	tine	shine	ride	kite	ripe	wise	side	five
pin	win	twin	hid	bit	pip	wipe	wide	hive
pine	wine	twine	hide	bite	pipe	mile	line	live
fin	din					while	swine	drive
fine	dine					white		

87th day. (*a*) Review long vowel combinations in which "Little Lazy *e*" makes *o* say its name:

hole	bone	nose	stove	bore	tore	woke	spoke	note	home
stole	stone	rose	drove	core	wore	poke	yoke	wrote	
mole	cone	hose	rove	more	store	broke			
pole	shone		wove	sore	shore	choke			

Or (*b*) Review *ag, eg, ig, og, ug,* and *ang, eng, ing, ong, ung* with consonants, writing them in columns and attaching consonant sounds, erasing consonants, and putting others. These are purposely mixed up.

bag	fang	king	rag	tag	flog
beg	gang	leg	rig	tug	fling
big	gong	long	rang	rug	flung
bug	hog	lung	ring	wag	sting
dig	hug	bang	rung	wig	stung
dug	hang	mug	sang	wing	drag
fig	hung	pig	sing	thing	flag
fog	jug	pug	sung	bring	

(*c*) Blend separately *bags, sang, dame, mile, rode, mire, hire, lend,* and *lent,* coming words.

88th day. (*a*) "Bossy Letter" makes *e* in *ea* say its name. Copy on board and have children put dots under letters that say their names.

eat	meat	ear	hear	sea
beat	neat	Dear	near	pea
heat	seat	fear	tear	tea
	wheat			flea

(*b*) Drill on weak points of class.

89th day. Review long *a, e, i, o, u* in the "Little Lazy *e*" and "Bossy Letter" rules. The following lists are for your convenience. An easy way to test the blending power of the children is to print the phonogram and supply different consonants to make words, erasing with each. Select the ones that are most useful.

Little Lazy **e** *makes* **a** *say its name:*

bake, cake, lake, make, rake, take, wake, shake; **came,** dame, game, lame, name, same, tame; **cane,** lane, mane, pane; **pale,** whale.

Little Lazy **e** *makes* **e** *say its name:*

here, mere; **these**; **Pete.**

Little Lazy **e** *makes* **i** *say its name:*

hide, ride, side, wide; **life,** wife; **dike,** hike, like, Mike, pike; **mile,** Nile, pile, while; **dime,** lime, time; **dine,** fine, line, mine, nine, pine; **ripe,** wipe; **fire,** hire, mire, wire; **bite,** kite, white; **dive,** five, hive, live.

Little lazy **e** *makes* **o** *say its name.*

robe; **rode**; **woke,** broke, choke; **hole,** mole, pole; **home**; **bone,** cone, "pone"; **hope,** rope; **bore,** core, more, sore, tore, wore; **dose,** hose, nose, rose; **note,** wrote.

Little Lazy **e** *makes* **u** *say its name.*

cube, tube; **mule**; **fume**; **tune**; **cure**; **cute.**

Bossy Letter makes **a** *say its name.*

aid, laid, maid, paid; **waif**; **fail,** hail, jail, mail, nail, pail, rail, sail, tail, wail; **aim**; **main,** pain, rain; **chair,** fair, hair, pair; **bait,** wait.

Bossy Letter makes **e** *say its name:*

bead, lead, read; **leaf,** sheaf; **beak,** leak, peak; **deal,** heal, meal, peal, seal; **beam,** dream; **bean,** clean, mean; **cheap,** heap, leap, reap; **ear,** fear, hear, near, tear; **peas,** seas; **beat,** eat, cheat, heat, meat, neat, seat, wheat.

Bossy letter makes **i** *say its name:*

tied; **dies,** flies, cries, lies, ties.

Bossy Letter makes **o** *say its name:*

load, road, toad; **loaf**; **oak,** soak; **coal,** goal; **foam,** loam, roam; **groan,** loan, moan; **soap**; **roar,** oar, soar; **oat,** boat, coat, goat; **toe,** hoe, foe.

Bossy Letter makes **u** *say its name:*

cue, due, flue, hue, sue, blue; **suit.**

90th day. Review.

GROUP WORK

Note. Each day try to work in a five minute review game either with the Railway Game on page 119 or the Silent Reading Card Game. Add to pack:

If you can, draw a flag.
Count numbers from one to ten.
Where is the flag? Tell where.
What can you see on a farm? Tell what.
Ask for a drink of water.
Draw a hammer on the board.

86th day. *Whole class.* Tell them there is an old woman living at a farm in a funny little house. Quote "Old woman in shoe," page 431. Help the children to learn this by giving the first half of the line and having them finish it.

Play the "Lady in the Shoe" game. You will be the lady, and word cards will be the children. If the real children can tell the names of the word cards, the "Word children" get a good supper; and the ones they miss will be whipped and sent to bed.

Gray Squirrels who know the rhyme will make pictures of the old woman's home, or read in other books.

Medium and poor. Flash drills with phonograms, etc. Medium group go to games.

Poor group. Individual work, as needed.

87th day. *Whole class.* Phonetic review and blending. Gray Squirrels go to project or other reading.

Medium and poor. Railway Game, page 119, as far as the class has gone. Medium group go to games.

Poor group. Build sentences by filling blanks.

88th day. *Whole class.* Flash word drills in Forfeits Language Game. Gray Squirrels go to project or other reading.

Medium and poor. Build sentences with the phrase cards. Medium group go to games.

Poor group. Individual help, as needed.

89th day. *Whole class.* Review Mother Goose to date. Gray Squirrels go to project or other reading.

Medium and poor. Flash word and phrase drills. Medium group go to games.

Poor group. Individual drill, as group needs.

90th day. *Whole class.* Memory work on Mother Goose, Stevenson's and Rossetti's poems, etc. Gray Squirrels go to project.

Medium and poor. Flash word drills. Medium group go to games.

Poor group. Sentence building by filling blanks.

OPTIONAL AND SUPPLEMENTARY PROJECTS

86th day. Plan a Mother Goose party. Review Mother Goose rhymes. Prepare from pattern a drawing of Little Bo-Peep, with details of dress, etc. (To be used later for seat work.)

Copy "Little Bo-Peep," on board (page 429) and let it stand there all day, referring to it whenever opportunity offers.

87th day. Prepare stand-up of Jack and Jill, furnished in the Mother Goose patterns. Put rhyme on board (page 430).

88th day. Stand-up of Little Boy Blue, putting rhyme on board (page 429). This may well include the haycock in the picture.

89th day. Stand-up of Humpty Dumpty. Write jingle on board (page 430).

90th day. Plan a May pole dance (or New Year) dance of Mother Goose characters on the sand table. Make stand-up of Little Miss Muffet. Write jingle on board. (See page 430.)

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry Pictures.* Escaped Cow (603), horses (888), boy on pony (662), In the Highlands — sheep (6995).

Conversation. Things to do at farm. What Tom and Betty saw.

Story-telling. Story retold.

Dramatization. Reading dialogue, pp. 96–97.

Language. Farm or Barn book. Copying rhymes of Primer.

Nature study. The Farm and its animals; horse and pony; mule, burro.

Incidental numbers. Drill in numbers in table of contents. Counting from *1* to *100* by *5's*.

Collection. Pictures of horses and ponies.

Games. (*a*) *Guessing.* — Child covers eyes. Children choose card on blackboard ledge, then child guesses which.

(*b*) *Mother Goose matching game.* — Titles put below pictures. See pattern sheet, p. xliii.

(*c*) *Five little pigs*, p. 264.

(*d*) *Lady in the shoe*, p. 268.

SONG GAMES, RHYMES, AND STORY-TELLING

Song games. (*a*) "Baa, baa, Black Sheep." *Songs with Music*, p. 67. Crowninshield's *Mother Goose Songs*.

(*b*) "This little pig." *Songs with Music*, p. 56; Conant's *Children's Year*.

Rhymes and poems: (*a*) "There was an old woman." *Mother Goose*. See p. 431.

(*b*) "The Lamb." William Blake. See page 441.

(*c*) "At Blacksmith's Shop." *Riverside Primer*, p. 88.

(*d*) "Dickory, dickory, dock." *Mother Goose*. See p. 432.

Story-telling. (*a*) "Forget-me-not." Olcott. See p. 453.

(*b*) "How a Little Boy Got a New Shirt." Poulsson's *In Child's World*, p. 414.

(*c*) "Adventure of a Little Field Mouse." Bryant's *Stories to Tell Children*, p. 49.

(*d*) "The Cock." *Riverside First Reader*, p. 54.

(*e*) "Dunny." Hoxie's *Kindergarten Story Book*, p. 1.

Table of contents. Minute drills in reading titles for announced numbers of pages, finding pages, etc.

NOTES

NINETEENTH WEEK

("The Ride Home," pp. 104–110)

Specific objectives.

1. Project. Mother Goose games; stand-ups of Mother Goose characters; Mother Goose frieze.
2. Silent reading. Reading to find out something. Supervised supplementary reading in other primers for the sake of entertaining others.
3. Oral reading. Reading aloud in the Story Party; Mother Goose.
4. Seat work. Interpreting Mother Goose rhymes in color.
5. Phonetics: *fr, cl, gr; ang, eng, ing, ong, ung.*

Materials.

1. Patterns: Marjorie Daw, Mother Hubbard, Jack and Jill, Little Jack Horner, Mother Goose. (See Mother Goose pattern sheet, page xliii.)
2. Diagnostic test No. 20. *Wiggle Wag, goat, Draw.*
3. Word cards: Goose (Pussy), been (mouse), poor (because), turn (first), chirp (along — 96th day).
4. Phonic cards:

Front	*Back*	*Front*	*Back*	*Front*	*Back*
from fr	*fr*	Cluck Cl	*Cl* *cl*	green gr	*gr*

5. Puzzle Games Nos. 35–38:

No. 35. Pussy cat, Pussy cat.
No. 36. Poor Cat Fright.
No. 37. Little Robin Redbreast.
No. 38. Phonetic elements.

New words.

91st day		*92d day*	*93d day*		*94th day*	*95th day*
Goose (*s*)	London	Poor (*s*)	first (*s*)	got	waiting	(*Review*)
must (*us*)	anything	Fright	Robin	fall	Horner	
sing	Queen	might	Redbreast (*s*)	chirped (*s*)		
Pussy (*s*)	frightened	Because (*s*)	wall	flew (*mew*)		
been (*s*)	mouse (*s*)	turned (*s*)	woman (*s*)			
Marjorie		Hubbard				
Daw						

Phrases. *For drill:*

a good time; home again; Mother Goose game; After a while; with all her might; Marjorie Daw; Old Mother Hubbard; there was an old woman.

For supplying different words in the blanks:

you must ——; Where have you ——; I —— a little mouse; Because the —— was after her; —— —— first.

OPTIONAL AND SUPPLEMENTARY

I. Projects, occupations, and free-time activities. See page 278.
II. Correlation with other subjects. See page 280.
III. Supplementary song games, poems, and stories. See page 281.

READING PERIODS

Note. *Pictures.* Certain pictures illustrate Mother Goose and others the story. Contrast the picture on page 110 with those on pages 96 and 104.
Text. Mother Goose blended with the story in game and jingles.

91st DAY ("The Ride Home," pp. 104–105)

For **Project, Word Study,** and **Group Work,** see pages 278, 277.

Incidental reading: Opening. What game can you play?

New reading. "The Ride Home," pp. 104–105.

Read to find out how to play another Mother Goose game.

Learn the poem by the device of teacher and pupil giving alternate lines.

Act the poem, some one talking to the cat.

Say you have another Mother Goose poem about a mouse. When they guess it, write, as the children give the lines:

Dickory, dickory, dock! (OR)
The mouse ran up the clock.
The clock struck one,
The mouse came down.
Dickory, dickory, dock!

Review. Pp. 104–105.

Take word cards of *hen, sheep, eggs, Mother, dog, pig,* and have children give jingles about them from Mother Goose. Ask five volunteers to tell stories from other primers about Mother Goose people.

Seat work. Make a freehand illustration for the following:

See-saw, Marjorie Daw, (SR)
Jenny shall have a new master.
She shall have but a penny a day,
Because she can't work any faster.

Color the see-saw black and yellow.
Color Marjorie Daw green and blue.
Color Jenny brown and blue.

Incidental reading: Dismissal.

(OR) Who would like to go to London?
Play the game. [Recite poem:]
Good-by.

The children tip-toe out of the room, repeating the rhyme.

92d DAY ("The Ride Home," pp. 106–107)

For **Project, Word Study,** and **Group Work,** see pages 279, 277.

Incidental reading: Opening.

Who was Miss Muffet? (SR)
Who was Bo-Peep?
Tell me.

New reading. "The Ride Home" continued, pp. 106–107.

Approach through the pictures. What story do the pictures tell? Read to find out. Who saw the dog first? Who sang about the cat? Who, about the dog? Find what the cat said. How do you think she said it?

What other dog or cat poem do the children know?

Repeat "Old Mother Hubbard" and "Bow, wow, wow."

Did this encounter between the dog and the cat turn out as most do?

Review. Pp. 104–107. Give the poems again.

Pantomime the cat and dog story on pages 106–107. A child acts cat. A child acts dog. The children run on tip-toes around room. Cat child turns at the corner and faces dog child, and tables are turned. Three other children act Tom, Betty, and Uncle Bob.

Silent reading card game. Add to pack:

Tell what time it is.

Seat work. Freehand illustration:

Old Mother Hubbard
Went to the cupboard
To get her poor dog a bone.
But when she got there,
The cupboard was bare,
And so the poor dog had none.

Color Mother Hubbard brown and white. (SR)
Color the cupboard yellow.
Color the dog red.

Incidental reading: Dismissal.

(OR) What game do you like?
How is that game played?
Show me. [Children show.]

93d DAY ("The Ride Home," continued; pp. 108–109)

For **Project, Word Study,** and **Group Work,** see pages 279, 277, 278.

Incidental reading: Opening. To review:

Once upon a time
a man built a pig pen.
Draw the pen.
He fastened the door.
He thought
the pig could not run away.
But it rolled
right through the fence.

New reading. "At the Farm," concluded, pp. 108–109.

Use markers to find "The Adventures of Another Cat." Ask which cat was the better, this one or the one on the previous two pages. Why?

Practice reading the poem to bring out the rhythm.

Review. (*a*) Re-read pp. 105–109 to see how many different cats there are, and how they differed.

(*b*) Review from memory all the Mother Goose jingles about cats and dogs.

(*c*) Write on the board, and let children practice reading the lines:

Once I saw a little bird. (See page 429.)

Seat work. Freehand illustration:

There was an old woman
who lived in a shoe.
She had so many children
She did not know what to do.
She gave them some broth
without any bread.
She whipped them all soundly
and put them to bed.

Color the shoe red and black. (SR)
Make it a house.
Color the old woman brown and gray.
Color the children the way you want.

Incidental reading: Dismissal. *Silent reading card game.*

Play that you catch a pony and ride him.
Roll a ball through the open door.
Draw a bag full of something.
Draw Poor Cat Fright.
Tell who frightened the mouse.
Chirp like Robin Redbreast.

94th DAY ("The Ride Home," concluded; p. 110)

For **Project, Word Study,** and **Group Work,** see pages 280, 277, 278.

Incidental reading: Opening. *Silent reading card game.*

Draw a flag or a doll.
Tell who lived in a shoe.
Tell who rolled through the fence.
Point to something pretty.

New reading. "The Ride Home" concluded, page 110.

Have the children read the entire page silently first. Then ask questions and have them re-read to find out: How do you know that Tom and Betty passed many things on the way home? . . . Was this morning or evening? . . . How do you know? . . . Which lines does the picture illustrate?

Review. Re-read page 110. Gray Squirrels and Bunny Rabbits take turns in trying to act the lines.

Review the Mother Goose jingles to date.

Seat work. Freehand illustration:

Little Jack Horner
Sat in a corner,
Eating his Christmas pie.
He put in his thumb,
And pulled out a plum,
And said, "What a good boy am I!"

Color Jack Horner brown and orange. (SR)
Color the pie yellow and brown.
Color the plum blue.

Incidental reading: Dismissal.

Who slashed the pony?
Who whipped him?

95th DAY (Review and Story Party)

For **Project, Word Study,** and **Group Work,** see pages 280, 277, 278.

Incidental reading: Opening. *Silent reading card game.* Add to the pack:

Count from five to ten.
Tell where you live.
Who were at the farm?
Who rode on Dapple Gray?
Tell who flew from Pussycat.
Sing the song you like.

New reading. Practice for Story Party in Review Period. Invite principal or another class.

Under your direction, the children should find adaptations of these Mother Goose rhymes in other primers.

Bunny Rabbits will concentrate on the rhymes that the class have had.

Review. A Story Party. Write on the board:

We have with us

[Then write the names of the characters.]

Bunny Rabbits will recite the jingles.

Gray Squirrels will read aloud (or tell about) stories based on these Mother Goose jingles.

Seat work. Diagnostic test No. 19; or patterns.

Color Marjorie Daw blue and yellow. (SR)
Color Old Mother Hubbard brown and black.
Color the other old woman gray.
Color Mother Goose orange and green.
Color Little Jack Horner blue and yellow.

Incidental reading: Dismissal. *Silent reading card game.*

If you have written each sentence given for this game at various times on a card, you now have a fairly large pack. Keep them in an elastic band. Distribute certain ones each day, laying them face down on the desks. When you call a child's name, he turns the card up, takes a quick look, and does what it indicates. Play the game.

NOTES

WORD STUDY

91st day. (*a*) Double consonant *fr*. Key word, *from*. Emphasize the sound of *fr* by covering *om*. Blend *Fr* (or *fr*) with *ed*, *ee*, *ight*, *ank*, *esh*, to form the words *Fred*, *free*, **fright*, *Frank*, *fresh*.

(*b*) Review on a ladder: *playing*, *making*, *doing*, *singing*, *falling*.

(*c*) Blend *Queen* from *Q*uack and W*ee*, adding the ending *n*. Teach *been* as a sight word and not to rhyme with *Queen*.

92d day. (*a*) Review the phonogram *all*, blending with *b*, *c*, *f*, *h*, *t*, *w*, — *wall* and *fall*, being words of the coming lesson.

(*b*) Review features that need strengthening.

93d day. (*a*) Double consonant *cl*. Key word, *Cluck*. What does the hen say? Write *Cluck*, cover *cl* and pronounce; cover *uck* and pronounce *cl*. Blend *cl* with *ay* (clay), *ing* (cling), *ock* (clock), *ash* (clash), *ap* (clap), *am* (clam).

(*b*) Review short vowel combinations from the jingles. Put the vowel combinations on the board, vertically. In a minute you can have an initial added to each combination to make a common word. Run up and down the list, as if climbing a ladder.

94th day. (*a*) Double consonant *gr*. Key word, *green*. Blend *gr* with *in* (grin), *it* (grit), *ip* (grip), *ab* (grab), *and* (grand), *ound* (*ground), *ay* (*gray).

(*b*) Railway Game with words of last two weeks.

95th day. (*a*) Short vowel phonograms, *ang*, *eng*, *ing*, *ong*, *ung*.

ang	bang,	hang,	rang,	sang					
ing	ring,	sing,	wing,	thing,	bring,	fling,	sting,	sling,	cling
ong	gong,	ding-dong,		ping-pong					
ung	hung,	lung,	rung,	sung,	flung,	stung,	clung		

(*b*) Vocabulary Railway Word Game, page 119.

GROUP WORK

91st day. *Whole class.* Make sentences by filling blanks. Gray Squirrels go to other reading.

Medium and poor. Flash word drills. Medium group go to project.

Poor group. Learn and read Mother Goose.

92d day. *Whole class.* Forfeits Language Game with word cards. Gray Squirrels go to project.

Medium and poor. Sentence building. Medium group go to games.

Poor group. Read and recite Mother Goose rhymes.

93d day. *Whole class.* A word and phrase match, Gray Squirrels against Bunny Rabbits. Gray Squirrels go to project.

Medium and poor. Sentence building. Medium group go to games.

Poor group. Reading "stories" of Mother Goose aloud.

94th day. *Whole class.* Phonetic drills. Gray Squirrels go to supplementary reading.

Medium and poor. Sentence building. Medium group go to games.

Poor group. Supervised reading of "stories."

95th day. *Whole class.* Talk about what Mother Goose looks like, her dress, her broomstick, her goose on which she rides. Review rapidly the Mother Goose jingles. Gray Squirrels go to supplementary reading.

Medium and poor. Flash word and phrase drill. Medium group go to project.

Poor group. Playing of the games supervised by teacher.

OPTIONAL AND SUPPLEMENTARY PROJECTS

91st day. Talk about different games. Say you have a Mother Goose game. [Write *Mother Goose* on board.] Then recite with vigor:

See-saw, up and down, (OR)
Which is the way to London town?

See-saw, up and down.
This is the way to London town.

One foot up, the other foot down.
This is the way to London town.

Game. — Two children come front and repeat the dialogue of the jingle. With the third stanza the second speaker lifts his feet to emphasize the lines. Then those two children in single file, lift their feet very quietly as they tip-toe around the room. Meanwhile, two other children repeat the conversation and join them. The idea is to have pairs of children up to twelve, saying the rhyme right after one another, so that the procession is as nearly unbroken as possible, and the rhythm of the jingle can be carried over into the stepping.

Then copy the jingle on the board and write beside it the other See-saw poem: "See-saw, Marjorie Daw."

Prepare a stand-up of Marjorie Daw.

92d day. (*a*) Repeat "Dickory, dickory, dock." Then play the "Clock Game," if they know the jingle. Write it on the board. Draw a big clock with a dial and twelve numbers.

The Clock Game. One child begins the jingle, and at the end of the third line she says a number on the clock dial[1] and calls on some one else in the class. That child goes to the board and points to the number she called.

FIRST CHILD. Dickory, dickory, dock!
The mouse ran up the clock.
The clock struck — *ten.* Alice!
ALICE. [Goes to board and points to ten.]

Then Alice repeats the rhyme and a number, calling on another child. Urge the children to see that all the numbers are called.

It will pay to draw the clock so that a base suggests a grandfather clock, up which a mouse could run. A clock dial, such as is procurable at supply houses, is also good.

(*b*) Make a stand-up of Old Mother Hubbard; write the jingle on the board where the children can see it all day.

93d day. Only the children who can recite the jingle may play the following game.

Stimulate rapid memorizing by having the whole class act the play, while you recite the jingle. Then have different aisles do it with you, etc., until before you know it the whole group have caught the jingle from the swing and from acting it.

(*a*) A *finger game* with a Mother Goose jingle:

There were two blackbirds
sitting on a hill.
The one named Jack,
The other named Jill.

[Child holds up two first fingers on which black paper has been fastened.]

Fly away, Jack,
Fly away, Jill.

[Child bends fingers, so black does not show.]

Come back, Jack,
Come back, Jill.

[Child brings fingers out straight again to show the "blackbirds" on the tips.]

(*b*) Make a stand-up or picture of "The old woman who lived in a shoe."

(*c*) *Silent reading card game.* Add to the pack:

Play the finger game.
How was the Mother Goose game played?
Who played Dead dog?
Who barks when he wants something?

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[1] This could be utilized for word or phonetic drill.

94th day. (*a*) The Field and Mountain Game. Write on the board:

Cows in the corn-field! (OR)
Run, boys, run.
Fire on the mountain,
Run, boys, run.

Talk about the danger in having cows in corn or fires on mountain. Why must both be put out?

Game. Boys of certain aisle are designated as "cowherds," and of other aisles, "firemen." Designate one corner of the classroom as cornfield and the opposite one as mountain. If blackboards are there, write in a large hand *cornfield* or *mountain*. Let five children be cows, and five children be fires. When you point to the first line, those five children run softly up and down "in the cornfield." When you point to the second line, the boy cowherds run softly after them and drive them out. Same procedure for the fires.

Of course, in all this put a premium on soft running!

These Mother Goose rhymes should be kept on the board all day and reverted to in five-minute playing of the games.

(*b*) Say that you have news from Little Jack Horner. He had a big pie at Christmas time and was keeping it to show to the class, but he got so hungry that one day something happened. Then review "Little Jack Horner" jingle.

Make a picture of Jack Horner in his corner.

95th day. Make a frieze for above blackboard, using Mother Goose characters colored by the children. Other Mother Goose pictures may be made into a booklet. Under each of the pictures should be printed in large letters the name of the character.

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry Pictures.* Girl with Cat (1068). Her only Playmate — dog (1092).

Conversation. Different games to play on a ride; different ways to go riding; how to play riding.

Story-telling. Story retold.

Dramatization. Dialogue in Primer story.

Pantomime. Pp. 106–107.

Language. Mother Goose booklet.

Nature study. Robins. The night sky. Birds in winter; pigeons, chickadee. Cats as pets.

Incidental numbers. Review.

Collections. Pictures of cats, dogs, and birds. Exhibit of Mother Goose books of children.

Games. (*a*) "*The way to London town*," p. 278.

(*b*) *Clock game* (Dickory Dock), p. 279.

(*c*) *Finger play* — blackbirds. See p. 279.

(*d*) *Field and Mountain*, p. 279.

(*e*) *Naming things from Mother Goose*, Primer, p. 104.

(*f*) *Cat and Dog game*, p. 273.

SONG GAMES, RHYMES, AND STORY-TELLING

Song games. (*a*) "Dickory, Dickory Dock," *Songs with Music*, p. 141; Moses' *Rhythmic Action Plays and Dances.*

(*b*) "The Clock," Bentley's *Play Songs*, p. 25.

Rhymes and poems: (*a*) "Little Jack Horner." *Mother Goose.* See p. 432.

(*b*) "Some Little Mice." *Mother Goose.* See p. 432.

(*c*) "Twinkle, twinkle, little star," Jane Taylor. See p. 442.

(*d*) "The Lamplighter." Stevenson. *Riverside Second Reader*, p. 114. See p. 436.

Story-telling. (*a*) "The Cat, Weazel, and Rabbit." *Æsop.* See p. 453.

(*b*) "Grandpa's Clock." *Riverside Primer*, pp. 58–61.

(*c*) "Spot's Kittens." Poulsson's *In Child's World*, p. 146.

Table of contents. Minute drills in reading titles, finding pages, etc.

NOTES

TWENTIETH WEEK

("Ten Little Wiggle Wags," pp. 111–120)

Specific objectives.

1. Project. Alphabet booklet; Story Party.
2. Silent reading. Approximate test of speed and comprehension; supplementary reading in other primers; each day retold by children.
3. Oral reading. Expression; ease.
4. Seat work. Review name words.
5. Phonetics: *pr, cr, sw.*

Materials.

1. Diagnostic test No. 20. 20*a*. Speed and content comprehension test. 20*b*. *Wiggle Wag, goat, Draw.*
2. Word cards: eight (heaven), seven (elephant), four (great), baby (balloon), ocean (across), place (best).
3. Phonic cards.

Front	*Back*	*Front*	*Back*	*Front*	*Back*
pretty pr	*pr*	cried cr	*cr*	swam sw	*sw*

4. Puzzle Games Nos. 39–40.

No. 39. Numbers. No. 40. Alphabet, capitals and small letters.

New words.

96th day		*97th day*	*98th day*	*99th day*		*100th day*
Wiggle	eight (*s*)	an	Sitting	Baby (*s*)	railway (*Review*)	
Wag	heaven (*s*)	elephant (*s*)	goat	sail	Choo	
fine	felt (*s*)	four (*s*)	balloons (*s*)	across (*s*)	best (*s*)	
nine	seven (*s*)	wave	cry	ocean (*s*)	place	
standing	chicks					
gate	six					
along (*song*)						

Phrases. *For drill:*

A great big wave; there was none; Baby and I; the best place.

For supplying different words in the blanks:

Along came a ——; —— little ——; Across the —— and back again.

OPTIONAL AND SUPPLEMENTARY

I. Projects, occupations, and free-time activities. See page 291.
II. Correlation with other subjects. See page 293.
III. Supplementary song games, poems, and stories. See page 293.

READING PERIODS

Note. *Pictures.* Each stanza is illustrated so that children can find the part that the picture describes. Note the carrying out of the same expression on the faces.

Text. Number words associated with figures, pages 111 to 115. Test, pages 116–117. A, B, C song, page 118. Pages 119–120, a word game, each section standing for a part of the book.

Note. Draw balloons and write the word *balloon* on the board. Stress this word each day, so that it is remembered when the test comes (page 286). Put five words on five balloons and have children name.

96th DAY ("Ten Little Wiggle Wags," pp. 111–112)

For **Project, Word Study,** and **Group Work,** see pages 291, 289.

Incidental reading: Opening.

(OR) Have you been at a farm?
Did you drive up a lane?
Did you see a horse or a pony?

New reading. "Ten Little Wiggle Wags," pp. 111–112.

A Wiggle Wag is a little loaded figure that will not upset. The author has one as mascot, the original of this jingle. Ask why such a little figure could be called a "Wiggle Wag."

Attach pictures to lines. Why was there one less each time? Which was the worst adventure for the Wiggle Wags? What became of No. 7 at the bottom of page 112?

Practice reading the four lines of each stanza aloud.

Review. (*a*) Re-read pp. 111–112.

Take the alphabet (back lining) and think of other words that begin with those letters. Write them on the board under them.

(*b*) Supplementary reading of other primers under teacher's supervision.

Seat work. This seat work is a continued daily test. See how many of these the children can do in a stated time.

Color the Apple red and green. (SR)
Color the Ball seven colors.
Color the Cat black.
Color the Doll blue and orange.
Color the Egg yellow.
Color the Fish orange.
Color the Girl green and black.
Color the Horse brown.

Use patterns for economy of time.

Incidental reading: Dismissal. Following directions:

Hold up your hand. (SR)
Point to your arm.
Point to your head.
Point to your fingers.

97th DAY ("Ten Little Wiggle Wags," pp. 113–114)

For **Project, Word Study,** and **Group Work,** see pages 291, 289.

Incidental reading: Opening. Following directions:

(SR) Walk around me once.
Find the balloon for me. (Draw and color balloon on board)
Take the box and open it.
Open the door.

New reading. Pp. 113–114.

Talk about the pictures. Read the stanzas to find the one line that best describes the picture. Tell which you think is the worse adventure on each page.

Review. (*a*) Write on the board:

One little, two little, three little Indians. (OR)
Four little, five little, six little Indians.
Seven little, eight little, nine little Indians.
Ten little Indian boys (or girls).

Then reverse it:

Ten little, nine little, eight little Indians. (OR)
Seven little, six little, five little Indians.
Four little, three little, two little Indians.
One little Indian boy.

Game. Put ten chairs before the class. Let ten children sit down. For the first version, a child rises with each phrase and joins in saying the rhyme, at the end all ten children standing and speaking. In reversing it, they stand and sit down with each phrase, one at a time.

(*b*) Re-read "Wiggle Wags," pages 111–114.

(*c*) Supplementary reading in other primers.

Seat work. Some freehand work; also patterns.

Color the I green.
Color Jumping Jack seven colors.
Color Kitty black.
Color Little Boy blue and brown.

(SR) Color the Mouse gray.
Color the Nut brown.
Color the Ox brown.
Color Piggy Wig red.

Incidental reading: Dismissal. *Silent reading card game.*

Sing a pretty song for us.
Hold your right arm out.
Show how to drive a horse.
Turn your head to the right.

98th DAY ("Ten Little Wiggle Wags," p. 115)

For **Project, Word Study,** and **Group Work,** see pages 291, 289.

Incidental reading: Opening.

What is wool? (OR)
What is made out of wool?
What do you wear
that is made of wool?
Do you wear wool now?

New reading. Page 115. Talk about the pictures. Then read to find which lines are illustrated.

Re-read "Wiggle Wags," pages 111–115.

Review. Test, pages 116–117. Optional.

For two days you have been teaching the word *balloon* by means of games. To be on the safe side, however, review the word *balloon* by drawing a balloon, putting the name under it, and saying that you have a story for them to read about it.

Open the Primers at page 116 and lay them face down on the desks. Tell the children that they should not read until you tell them to. Have the children take the books, open, and lay their hands on the two pages. Have them find where it says in big letters "Betty's balloon" and put their markers under it so that they are sure to start at the first line.

Say that when you say, "Stop," they should put their finger on the word they were reading and "hold it tight" until you have looked at it.

In your own mind you divide the two pages into upper and lower *d, c, b, a,* indicating whether the child was reading somewhere in upper or lower part of these two pages, *a* indicating the last half of the second page. (It seems to the writer that these primer children should not be held down rigidly to marking a word with a pencil. The above plan approximates and avoids pitfalls.)

Then say, "Ready, — (have all eyes on you) — begin to read."

Watch, notebook in hand, to jot down information about various children. Who still persist in lip moving? Who still want to point with the

fingers? Watch quietly for the moment their eyes move from the bottom of one page to the top of the next. Allow enough time for the majority of your class to be reading on the second page — perhaps two minutes, but judge from the class.

Then say, "Stop, hold with your finger."

Mark each child *d*, *c*, *b*, if not in last half of page.

Say, "All who have finished, may close books. The rest may finish the story. Check up on those who close books at once.

Then say, "I want you to do just what it says on this paper. Take pencils." [Distribute hectographed sheets or Diagnostic test No. 20*a*.]

Find the word that tells
what is asked.
Put _____
under that word, like this.
What does the cat say?
Bow, wow Mew, mew Moo, moo

1. What did the boy who came have?
flag *ball* *Teddy Bear* *balloons*

2. Who asked the boy to come in?
Mother *Tom* *Uncle Bob* *Betty*

3. What did they play with?
Bread *playthings* *table* *water*

4. What did they look for?
flag *fish* *balloon* *Dolly Dot*

5. What did the boy give Betty again?
Apple *Egg* *Money* *balloon* *bird*

Seat work. Combination of freehand and patterns.

Color the Queen red and blue. (SR)
Color the Rabbit brown.
Color a Ship black and white.
Color Tatters white and black. Make X with green.
Make V with green. Make Y with green.
Color the Well gray. Make Zig-Zag with black.

To make Zig-Zag, simply draw a line zig-zag. (See back lining.)

Incidental reading: Dismissal.

W is for water, too. (OR)
There is water in the brook.
There are fishes in the brook, too.
Once I caught a fish.

99th DAY ("A, B, C" Song, p. 118)

For **Project, Word Study,** and **Group Work,** see pages 291, 289.

Incidental reading: Opening. *Silent reading card game.*

Draw a balloon or a doll.
Point to five things.

New reading. Page 118. Talk about the picture. What game is the mother playing with the Baby? How can she make the baby seem to be rocking in a boat on the ocean?

How long does it take to cross the ocean? What is an ocean like? What says *choo, choo, choo?* Where can you see more things, on a steamship or on a train? Why is home the best place for the baby?

What is the farthest the children have been away from home? How many children have been on the sea?

Practice reading the poem aloud, giving the letters rapidly.

See how many can give lines, 1, 3, 5, and 7 all together, from memory.

Review. (*a*) Write questions on the board to talk about before re-reading the poem on page 118:

(OR) Who like to sail
on the sea?

Who like to ride
in the choo, choo?

Who like home best?

Who can sail
on the river?

In what do you sail?

In what do you ride
on the railway?

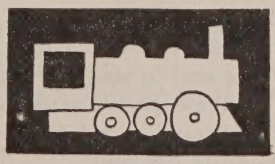
(*b*) Supplementary reading in other primers.

Seat work. Draw a ship and an engine of a train. Put models on board for children to imitate.

Something here says choo, choo. (SR)
Color it black.

Something here sails the sea.
It sails on the ocean.
Color that thing brown and gray.

Draw the ocean or the sea.
Color the ocean blue.



Incidental reading: Dismissal. *Silent reading card game.*

What do you buy in a market?
Roll the ball to the wall.
Tell what the goat did to Wiggle Wag.

100th DAY (Review; Story Party)

For **Project, Word Study,** and **Group Work,** see pages 291, 289.

Incidental reading: Opening.

We can have a fine party.
What Mother Goose songs can you say?

New reading. Prepare for a Story Party in the Review period. Invite the principal or another class to be present.

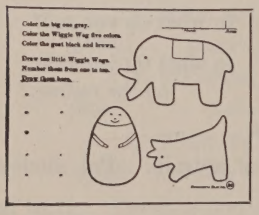
Have a reading of many Primer "stories" prepared for class library. That means a large assortment of Mother Goose rhymes. Have other children recite the rhymes.

The children can act what they are doing in the rhyme, and the other children can guess who they are. The teacher whispers to the child (or vice versa) whom she is to play. This is a form of charades.

Review. A Story Party. Have in full use all the units that have been made as nucleus of the class library, as well as other primers.

It would be an excellent plan to have up in the classroom as an exhibit all sorts of examples of the children's work.

Seat work. Diagnostic test No. 20*b*.


Color the big one gray.
Color the Wiggle Wag five colors.
Color the goat black and brown.
Draw ten little Wiggle Wags.
Number them from one to ten.
Draw them here.

Color the big one gray. (SR)
Color the big Wiggle Wag
five colors.
Color the goat black and brown.

Draw ten little Wiggle Wags.
Number them from one to ten.
Draw them here.

Fasten this sheet with the twenty others for each child, and use them as a basis for diagnosis of the child's accomplishment. It would be an incalculable aid to another teacher to have those sheets for a child, should he be sent to another room for his first reader work.

If these sheets are preserved, as we recommend, they could also be fastened together and sent home to the parents as indicative of the child's work for the term.

Incidental reading: Dismissal.

You have been good girls and boys.
I want you to have a good time.
Good-by.

WORD STUDY

96th day. (*a*) Double consonant, *pr*. Key word, *pretty*. Blend *pr* with *ank* (prank), *ay* (pray), *y* (pry), *ick* (prick), *ong* (prong).

(*b*) Play Railway Game, page 119.

97th day (*a*) Review phonic elements.

(*b*) Review *k*. Key word, *look*. Blend *k* with *it* (kit), *id* (kid), *eg* (keg), *ill* (kill), *ing* (king), and *ick* (kick).

98th day. (*a*) Double consonant *cr*. Key word, *cried*. Blend *cr* with *op* (crop), *ab* (crab), *ib* (crib), *ack* (crack), *ank* (crank), *y* (cry), *ook* (crook), *ock* (crock), *ash* (crash).

(*b*) Railway Game, page 119.

99th day. Review elements which need drill.

100th day. (*a*) Double consonant *sw*. Key word *swam*. Blend *sw* with *im* (swim), *um* (swum), *ell* (swell), *eet* (sweet), *ay* (sway), *ing* (swing).

(*b*) Review elements that need drill.

GROUP WORK

96th day. *Whole class.* Forfeits Language Game. Gray Squirrels go to supplementary reading.

Medium and poor. Sentence building. Medium group go to games.

Poor group. Supervised help on project.

97th day. *Whole class.* Supplementary reading. Gray Squirrels keep on with it at their desks.

Medium and poor. Flash word drills. Medium group go to project.

Poor group. Supervised games.

98th day. *Whole class.* Supervised supplementary reading. Gray Squirrels keep at it.

Medium and poor. Flash word and phrase drills. Medium, project.

Poor group. Supervised reading in other primers.

99th day. *Whole class.* Flash drills of phrases and words. Gray Squirrels go to supplementary reading.

Medium and poor. Silent reading card game. Medium, games.

Poor group. Individual drill as needed.

100th day. *Whole class.* Review other primers in supervised reading. Gray Squirrels keep on.

Medium and poor. Flash phrase and word drills. Medium, games.

Poor group. Individual help.

Alternate Work providing for Review of Phonetics in Primer.

1. (*a*) AT, ELL, EN, UN, and "Nut" and "Fun" jingles. (Pp. 40, 20.)

(*b*) Final *ing*. Ladder Game: going, jumping, making, morning, playing, saying, standing.

Let children underline the *ing* ending with colored chalk.

Blend *ing* ending with the following, writing the words in a column and later pronouncing in a Ladder Game:

ask, bark, bring, catch, count, do, drink, eat, fall, find, fish, hold, lend, look, mend, milk, rain, sail, see, sing, stick, thank, think, want, wear.

(*c*) Final *y;* as, Betty, Dolly, pretty, Tommy, Kitty, Polly.

2. (*a*) ED, OT, E, EE, OO, and "Mud" and "Bug" jingles. (Pp. 41, 59.)

(*b*) "Little Lazy *e*": ate, came, dame, dime, drive, fine, five, game, gate, here, hire, home, ice, lane, lie, like, made, mile, nine, nose, ride, rode, place, shake, shine, store, take, time, wake, while, white.

Put a blue mark under "Little Lazy E" and a red mark under the letter that it forces to say its name.

(*c*) Final *er:* another, bigger, butter, carpenter, finger, hammer, mother, other, quarter, river, rooster, under, water.

3. (*a*) ILL, ACK, EET, AND, AKE, OUND, ANK, and "Pup" and "Drum" jingles. (Pp. 59, 77.)

(*b*) Final *s:* bags, chicks, ears, eggs, eyes, fingers, hands, others, tricks, words.

Write these words in a column first without the *s* and before each word put the number 1. Then add the final *s* and ask what must be rubbed out. [The "I"] Have the children insert numbers before the *s* words and pronounce.

4. (*a*) ALL, AY, Y, ING, ANG, IGHT, OOK, and "Cub" and "Goat" jingles. (Pages 77, and 78.)

(*b*) "Bossy Letter": cried, board, Dear, eat, four, goat, goes, meat, mouse, nail, rail, rain, please, reached, sail, sea.

Mark the letter that is bossed into saying its name with red chalk. The bossy letter just shoves the other letter ahead of it and makes it do the work.

(*c*) Final *y*. Ladder Game: Betty, Billy, Dolly, Henny, Kitty, Penny, Piggy, pretty, Pussy, Teddy, and Wiggy. Underline the final syllable with colored chalk.

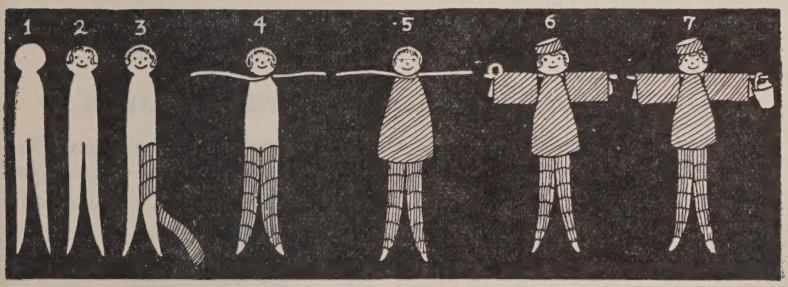
5. (*a*) Review all the double consonants of the Primer: *th, sh, ch, Qu, wh, br, tr, fl, pl, bl, st, dr, fr, cl, gr, pr, cr,* and *sw*. Flash the double consonant card and have children give words that begin with that sound.

(*b*) Ack, eck, ick, ock, uck; ang, eng, ing, ong, ung; ank, enk, ink, onk, unk; and, end, ind, ond, und; ash, esh, ish, osh, ush; ant, ent, int, ont, unt.

Give jingles for these and combine with consonants.

OPTIONAL AND SUPPLEMENTARY PROJECTS

96th day. For this week plan details of a Mother Goose Party on the fifth day. As a unique feature make the characters of clothes-pins with either paper or cloth for clothes. Faces can be drawn on the tops. Colored paper can be wrapped around the two forks of the clothes-pin for trousers. Resourceful teachers will at once see the possibilities in the use of crêpe or other colored paper. Clothes-pins stand very satisfactorily in a sand pile.



For this first day talk about all the characters that will be invited, and decide which ones to make each day. You can write the five days of the week on the board and under each put the characters decided on for the different days. Out of the following twenty characters, the boys can do two a day among themselves (boys divided into two groups) and the girls two:

Girls		*Boys*	
Jill	Mother Goose	Jack	Humpty Dumpty
Miss Muffet	Old Mother Hubbard	Simple Simon	Jack Sprat
Little Bo-Peep	Old Woman in Shoe	Tommy Tucker	Knave of Hearts
Mistress Mary	Jack Sprat's Wife	Jack Horner	Old King Cole
Marjorie Daw	Queen of Hearts	Little Boy Blue	Little Johnny Stout

To these may be added My Son John, Little Tommy Green, and Tom the Piper's Son, if more are needed for the boys.

Remember that the greatest value of the project is in letting the child work out his own conceptions of what he wants. Don't inflict on the children your idea of how a character should look. Use conversation to guide them, but encourage the children as much as possible to work out their own ideas.

97th day. Continued.

98th day. Continued

99th day. Continued.

100th day. Last preparations for Mother Goose party.

Dolls are assembled, and we hope they look a little bit like Mother Goose characters.

Alternate Projects providing Review of Primer

For schools that may not have a sand table, or for classes that want more to do, the following is suggested:

A STORY PARTY FOR DOLLS AND TEDDY BEARS

1. Begin talking about how to have a Story Party for dolls to be given on the fifth day. Plan the kinds of dolls that could be brought. Find which children have dolls or animals (for the boys) to bring as guests. Talk about how to dress up the dolls for the party.

2. Dresses for dolls, etc. Getting ready to entertain the dolls.

3. Plan refreshments for the doll visitors. Make pictures of the things to have to eat.

4. Plan souvenirs for the dolls.

5. Program.

The morning game, pages 1–19.
Making a house, pages 20–35.
Playing party, pages 36–52.
Playing store, pages 53–75.
Keeping pets, pages 76–89.
Playing carpenter, pages 90–95.
Visiting a farm, pages 96–110.
Poems, pages 10, 19, 95, 111, 118.
Mother Goose, pages 99, 100, 102, 105, 106–107, 108–109.

In each section the children choose the one story they like best (from table of contents).

Have children read silently; then draw from slips put in a hat to find which page they are to read aloud. The slip is inserted at the page, the book is closed, and the child sits up to listen until his turn comes. Then he opens the book, and reads. The children read in relay.

Dolls and pet animals are stood in a circle as audience.

Parents might be invited for this final Story Party.

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry Pictures.* Baby Stuart (648); A Helping Hand — boat — (596); Want to see wheels go round — clock — (1123).

Conversation. Fun with balloons. Fun at seashore or on train. Amusing baby. What baby calls different things.

Story-telling. Wiggle Wag adventures re-told.

Language. A number book from *1* to *10*. An *A*, *B*, *C* book.

Nature study. The ocean, waves, and tides.

Incidental numbers. Number rhymes, associating words with numbers from *1* to *10*.

Collections. Home-made Wiggle Wags from bottles filled with shot and dressed up. Home-made boats.

Games. (*a*) *Mother Goose Charades*, p. 288.

(*b*) *Ten Little Indians*, p. 284. A counting game. Imitating Indians in actions, or hopping, each child taking from blackboard ledge the card that indicates which number he makes. When unwinding the song, he puts it back.

SONG GAMES, RHYMES, AND STORY-TELLING

Song games. (*a*) "Ten Little Indians," Hofer's *Children's Singing Games*, p. 24. See p. 284.

(*b*) "Winter Song." Bentley's *Play Songs*, p. 46; *Songs with Music*, p. 24.

Rhymes and poems: (*a*) "Ten Little Indians." *Mother Goose.* See p. 284.

(*b*) "If all the seas." *Mother Goose.* See p. 432.

(*c*) "Sleep, baby, sleep." See p. 442.

(*d*) "Where go the boats?" Stevenson. See p. 437.

(*e*) "Love me." Rossetti. See p. 439.

Story-telling. (*a*) "How Lame Man and Blind Man Helped Each Other." *Æsop.* See p. 454.

(*b*) "Go-to-sleep Story." Bumstead. Poulsson's *In Child's World*, p. 115.

(*c*) "The Lost Chick." *Riverside Primer*, pp. 68–73.

Table of contents. Rapid silent reading drill. Teacher reads title in contents, and children find number of page. Advisable to jump from page to page.

NOTES

PRIMER VOCABULARY

See page 3 for Pre-Primer Vocabulary. The following list of words is given by lessons with the Thorndike rating. Variants and Manual words are included.

Lessons		*Lessons*		*Lessons*		*Lessons*		*Lessons*	
28		**39**		playing	1a3	**54**		quarter	1b
told	1b	Dolly	5a	party	1b	are	1a1	dime	4b
that	1a1	Dot	2b	some	1a1	laughed	1a5	money	1a3
was	1a1	Teddy Bear	1a4	bread	1a5			your	1a1
		like	1a1	Bunny Rabbits	4 2b	**55**			
29						**56**		**62**	
Dear	1a4			**47**		had	1a1	played	1a3
me	1a1	**40**		Please	1a4	came	1a2	Now	1a1
sea	1a3	at	1a1	yes	1b	sat	1b	wanted	1a3
30		**41**		Thank	1a5	waited	1a5	cried	1b
Wake	2a	Rooster Pooster	5b	white	1a2	others	1a1	Mother	1a3
31		Turkey Lurkey	3a	**48**		asked	1a4	store	1b
think	1a2	will	1a1	Boo, hoo, hoo	—	Apple	1a5	Bank	1a5
But	1a1	tell	1a2	want	1a3	Butter	1b	If	1a1
did	1a2	has	1a2			Potato	2a	buy	1a5
not	1a1			**49**				thing	1a1
				puts	1a2	**57**		Take	1a1
32						could	1a2		
		42				without	1a3	**63**	
33		Henny Penny	2b	**50**		Go	1a1	Both	1a2
Then	1a1	eggs	1a5					into	1a1
come	1a1	eat	1a4	**51**		**58**		She	1a3
		Piggy Wiggy	5	Jumping Jack	1b 2a	ran	1b	took	1a5
34		meat	1b	him	1a1	out	1a1		
				making	1a1	where	1a1	**64**	
35		**43**		jump	1b	called	1a2	playthings	5a
Mr	1b	Mooly cow	1b	Look	1a2			There	1a1
river	1a3	milk	1a5	saying	1a2	**59**		flag	2a
mountain	1a5	drink	1a5			Here	1a1	ball	1a5
fun	2a	off	1a3	**52**		ice-box	1b 1a	doll	2b
				see	1a1	found	1a2	or	1a1
36		**44**		His	1a1	ate	2b		
Tom	2b	wool	2a	hands	1a2	them	1a1	**65**	
Betty	4a	wear	1b	feet	1a5	all	1a1	something	1a4
house	1a2	They	1a1	He	1a1			fish	1b
				says	1a1	**60**		bowl	2a
37		**45**				Count	1b	swam	9
chair	1b	one	1a1	**53**		from	1a1	man	1a1
bed	1a3	another	1a2	Shake	1b	words	1a2		
table	1a4			two	1a1	number	1a3	**66**	
made	1a3	**46**		eyes	1a2	it	1a1	Sir	1b
for	1a1	Gray squirrels	1b 3a	ears	1a5	**61**		old	1a1
				nose	1b	Riddle rantum	4a	water	1a2
38				mouth	1b	land	1a2	back	1a2
saw	1a3					nickel	4b	cent	1b
Mrs	1b							much	1a1
went	1a4								

Lessons		*Lessons*		*Lessons*		*Lessons*		*Lessons*	
67		bark	2a	mended	3a	mile	1a5	Robin	2b
three	1a2	when	1a1	kept	1b	whipped	2b	Redbreast	7
fishes	1b	beg	2a			slashed		wall	1a3
Fishie-do	—			**81**		mire	5a		
Fishie-diddle	—	**73**		Carpenter	3a	lend	3a	**94**	
lived	1a2	dead	1a5	thought	1a3	hire	2b	got	1a5
swim	2a	lie	1b	nails	2a	Jill	4	fall	1a2
under	1a2	catch	1b	ten	1a4			chirped	5a
day	1a1	bring	1a3	begged	2a	**88**		flew	2b
began	1b	her	1a1	bigger	1a4	song	1b		
rain	1a5	way	1a1	fingers	1b	any	1a1	**95**	
Ho	4a					bags	1b		
		74		**82**		full	1a3	waiting	1a5
68		stick	1b	while	1a2	master	1b		
		cap	1b	cries	1b	dame	3b	**96**	
too	1a2	bright	1b	showed	1a2	Billy	3a	Wiggle	
be	1a1	no	1a1	drive	1a4	shook	2b	Wag	4b
By	1a1	going	1b	Whack				fine	1a3
time	1a1			Until	1a3	**89**		nine	1b
sit	1a4	**75**		barked	2a	market	1b	standing	1a2
so	1a1			built	1b	stayed	1a5	gate	1b
soon	1a2	**76**				none	1b	along	1a3
chased	2a	Piggy Wig	5	**83**		five	1a3	eight	1b
away	1a2	once	1a3	pretty	1a5	Humpty Dumpty	—	heaven	1b
Oh	1b	upon	1a2	Buzz	3b			felt	1b
		pen	1b	Tink		**90**		chicks	3b
69		fence	1b					seven	1b
				84		Miss	1a5	six	1a4
home	1a2	**77**		goes	2b	Muffet	5		
were	1a1	rolled	1a5	my	1a1			**97**	
Splash	5b	right	1a2	Draw	1a4	**91**			
again	1a1	through	1a2	hitting	2b	Goose	2a	an	1a1
		caught	2a			must	1a2	elephant	3b
70		arm	1a3	**85**		sing	1a5	four	1a2
						Pussy	3b	great	1a1
Game	1b	**78**		**86**		been	1a1	wave	1b
page	1b								
		mend	3a	Farm	1b	London	2a	**98**	
71		board	1b	ride	1a5	anything	1b		
Tatters	8	last	1a2	pony	3a	Queen	1b	Sitting	1a4
Uncle Bob	1b / 3b	nail	2a	rode	2b	frightened	2b	goat	2a
		fasten	2b	lane	3a	mouse	2a	balloon	5
us	1a1	hammer	2b	Bo-peep	8				
would	1a1	**79**				**92**		**99**	
pointed	1a3			**87**					
door	1a3	hit	2b	horse	1a3	Poor	1a3	Baby	1b
open	1a2	shall	1a2	head	1a2	Fright	2b	sail	1a5
own	1a2	brook	1b	around	1a3	might	1a3	across	1a5
of	1a1	hold	1a3	sang	2b	Because	1a3	ocean	1b
		reached	1a4	Dapple Gray	1b	turned	1a2	railway	3b
72		fell	1b					Choo	—
				93				best	1a3
taught	2a	**80**							
tricks	2b	held	1b	lent	4b			place	1a1
				lady	1b	first	1a2		

SUMMARY OF PHONETICS IN THE PRIMER [1]

Weeks	*Single Consonants*	*Double Consonants*	*New Phonograms*	Key words	*Vowels*	*Endings*
6	s, t, b, f, w, r		AT, ELL at, et, it, ot, ut	**s**un, **t**o, **b**oy, **F**ind, **w**ell, **r**ed, **c**at, **w**ell		
7	m, hard c, g, h	th, sh	EN, UN an, en, in, on, un	**M**oo, **c**at, **g**irl, **h**op, **th**is, **sh**eep, **h**en, **s**un		
8	p, d		ED, OT, E ad, ed, id, od, ud	**p**ig, **d**id, **red**, not, **m**e		*y* *d*
9	l, y, n	ch	EE, OO ag, eg, ig, og, ug	**l**ittle, **y**ou, **n**ot, **ch**air, **W**ee, **M**oo		
10		qu	ILL, ACK, EET ack, eck, ick, ock, uck an, at, ad, ag	**qu**ack, **will**, **qu**ack, **T**weet		
11			AND, AKE	**and**, **wake**, **play**ing	"Little Lazy *e*" Final vowel lengthens previous vowel.	*ing* s
12	j, k		OUND, ANK	**j**ump, **l**oo**k**, **round**, **th**ank		*k*
13		wh	ALL, AY, OOK	**wh**at, **call**, **play**, **look**		*er*
14		br, tr, fl	Y, OLD Ack, eck, ick, ock, uck	**br**ead, **tr**ee, **fl**ag, **by**, told	"Bossy Letter" *ai*, *ea*	
15	v	pl, bl	ING ang, eng, ing, ong, ung ank, enk, ink, onk, unk	**v**ery, **pl**ay, **bl**ack, **th**ing		
16		st, dr	IGHT, and, end, ind, ond, und	**st**ore, **dr**ink, **br**ight		
17	z		ash, esh, ish, osh, ush ASH	buzz, spla**sh**	long *a* long *i*	*z*
18			ant, ent, int, ont, unt ang, eng, ing, ong, ung	[Review]	long *o* long *u*	
19		fr, cl, gr	Ang, eng, ing, ong, ung	**fr**om, **cl**uck, **gr**een		
20		pr, cr, sw		**pr**etty, **cr**ied, **sw**am		

[1] See page 101 for a summary of Pre-Primer phonics.

SENTENCE AND PHRASE SUMMARY

PRIMER	PHRASES, SENTENCES, ETC.	FILLING BLANKS
6th Week, pp. 1–10	Good morning to you. The sun is up. Dear me! Wake up!	The .... said to the .... The .... told the .... The .... said .... Little .... (boy, girl, etc.)
7th Week, pp. 11–19	I think I can. The big round sun. Come and play. You do have fun.	Who can wake .... The .... did not. said the .... You shine on the ....
8th Week, pp. 20–25	Tom and Betty. the play house. for the little house. I like this little house.	Find .... This is the .... Tom made a .... saw the play house.
9th Week, pp. 26–35	has eggs to eat. went to tell. has meat to eat. has milk to drink. has wool to wear.	.... will tell Off went .... to eat The .... did not say .... Find .... that did.
10th Week, pp. 36–39	Playing Party. Thank you. Yes, you may. bread and milk. This is good.	You will have .... May I have ....? I .... to come. .... the table. I want to ....
11th Week, pp. 40–43	Jumping Jack. making him jump. See him jump. Shake hands. laughed and laughed.	See his .... jump. He has two .... He has a .... Betty looks at .... You are a ....
12th Week, pp. 44–52	Jumping Jack had a party. Dolly Dot and Teddy Bear came. all the others came but Milk. They could not have the Party. They had to go and find Milk. Please Milk, where are you? They found Milk. Milk was in the ice-box. Then what do you think. They ate them all up.	to the .... on the .... for the .... in the .... with the .... at the .... came. They all said .... had .... without .... ran out to .... Where are ....
13th Week, pp. 53–64	Riddle, riddle, rantum. Up and down the land. If you want to buy a thing. Where is your money?	Take a .... in your hand. There was a .... They went to the .... into the .... hands.

PRIMER	PHRASES, SENTENCES, ETC.	FILLING BLANKS
14th Week, pp. 65–75	the little fish bowl. the little old Bank. By this time. How much fun.	We want a .... it began to .... into the ...., too I want to .... home.
15th Week, pp. 76–80	Please tell us. Would not tell. open the door. play dead dog. sit up and beg.	some of the .... Tatters would .... catch the .... Tom taught Tatters to .... could not take it.
16th Week, pp. 81–89	Once upon a time. mend the fence. hit the nail. fasten the board. Now we shall see.	Oh, for a .... the brook. He caught .... Piggy Wig ....
17th Week, pp. 90–95	to play carpenter. a bigger board. after a while. a pretty bird house.	.... big nails. .... his fingers. Tom built a .... What a pretty ....
18th Week, pp. 96–103	May we ride. five little pigs. all the way home.	.... the farm. They saw a .... sang a song.
19th Week, pp. 104–110	a good time. home again. Mother Goose game. With all her might.	Where have you .... I .... a little mouse. Because the .... was after her. if you ....
20th Week, pp. 111–118	A great big wave. there was none. Baby and I. the best place.	Along came a .... little .... Across the .... and back again. Oh, how he did ....

NOTES

FIRST READER

Time. The First Reader selections, which follow the 100 lessons of the Primer foundation work, are arranged to cover in detail fourteen weeks, or seventy days.

The 100 lesson days of Primer work are planned to be taken complete, irrespective of type of school or of length of term. In the shorter rural term the 100 lessons will extend into the second term.

The basal Primer and First Reader selections furnish material for 170 days of work.

Plan of the First Reader Stage. A basal book must be supplemented by reading in other primers and first readers. To provide this necessary extra reading in such a way that all schools of whatever length of school term will have it, supplementary reading is combined with the basal weeks (actual material furnished in Manual). Thus the children in rural schools of shorter terms will get training in supplementary reading. The difference between them and children of a big city school of 200 school days is that the latter will have not only this extensive reading with their basal work, but additional supplementary reading in the extra six weeks.

The following table shows how 14 weeks of basal First Reader lessons should be combined with six weeks of extra, guided, supplementary practice reading, to get the best results.

Group I.	Basal work. Stories of Pets, First Reader, pp. 1–27	3 weeks
	Extra supplementary reading (guided in Manual)	1 week
Group II.	Basal work. Farm stories, F. R., pp. 28–49	3 weeks
	Extra supplementary reading (guided in Manual)	1 week
Group III.	Basal work. Keeping House, F. R., pp. 50–77	4 weeks
	Extra supplementary reading (guided in Manual)	1 week
Group IV.	Basal work. Visit to Woods, F. R., pp. 78–95	2 weeks
	Extra supplementary reading (guided in Manual)	1 week
Group V.	Basal work. Animal Stories, F. R., pp. 96–120	2 weeks
	Extra supplementary reading (guided in Manual)	2 weeks

If any school system runs less than 170 school days in a year, the Primer should be taken complete (100 days), the First Reader basal lessons taken as they stand, with the last group of stories used as supplementary rather than basal reading.

How the basal and the supplementary reading are combined. This course combines the extensive practice reading of other primers and first readers intimately with the reading of the basal books. The teacher is not expected to rush through these two basal books with the expectation of then turning the class loose on reading as many other primers and first readers as possible. The editor, together with a number of other teachers, has felt that frequently this extra reading failed of best results because the teacher had no special way to check up on the results.

This course provides for the same amount of supplementary reading, but it guides it and places it at points where better results are likely to be forced out, even in the hands of inexperienced teachers.

Blending basal and supplementary lessons serves as a helpful check. This scheme of combining guided supplementary reading with basal lessons and providing six extra weeks of extensive reading at intervals between groups serves a most valuable purpose.

1. It gives the teacher a chance to check up on growing reading aptitudes and to detect faults in the children's everyday reading.

2. By coming back again to detailed basal work after each "spurt" in a week's free and rapid reading, she can drill more wisely where it is most needed.

3. She can lead children to regard their basal books as real helps to aid them to read better the stories in the supplementary work rather than an interesting reader to be gone through as fast as possible.

4. The simple testing devices offered at the end of the different groups (beginning after the second group, First Reader) give the teacher and the class opportunity to work consciously for better results.

5. School systems that are making a special effort to build up an effective groundwork in silent reading will find abundant opportunity offered. The extra weeks of extensive reading may be devoted to intensive drill periods in silent reading. Various procedures for silent reading periods are given throughout the Manual.

Note. If local conditions make it advisable to use the six weeks of supplementary reading as a continuous period at the end of the term, the material is so arranged and graded that it can make a satisfactory groundwork for such a purpose. (See pages 336, 365, 398, 412, and 424.)

If a teacher begins the First Reader in September and wishes to review the Primer, she can take two weeks of primer review and omit the last two weeks of supplementary reading and the schedule of lessons is in no way disturbed.

General objectives:

1. To increase reading endurance so that children read several lines more quickly and grasp the thought of such a paragraph more quickly and completely.
2. To increase the perception span — to run the eye across the page more quickly and with fewer stops.
3. To take in the meaning of a group of words before reading it aloud; to grasp phrases rather than mere words.
4. To follow more involved directions (three or more details) in seat work with greater accuracy.
5. To get the main idea of a paragraph or section, and to grasp ideas in sequence (organization).
6. To gain in ability to use facts to answer thought questions based upon them.
7. To read aloud paragraphs rather than single lines; to read in relay with more readiness; to read with more life at the Story Parties; to overcome the tendency to detach *a*, *an*, and *the*, or to break a phrase.
8. To apply phonetic principles to new words more quickly, and to recognize sight words and words allied to known words.
9. To talk about selections with greater ease and with real thinking.
10. To read supplementary books more rapidly and thoughtfully.
11. To interpret the pictures of the book more intelligently.
12. To show greater attention to care of books, position when reading, turning of pages, finding certain pages quickly, etc.

And the biggest of all, too big to be listed with numbered objectives, for it is a constant aim every day of the year:

TO MAKE CHILDREN LOVE TO READ AND TO THINK WHEN THEY READ

Vocabulary. The following list shows the relative proportions of different kinds of words. The high rating in the Thorndike Word Book, which was a feature of the Primer, continues throughout the vocabulary of the First Reader. For an explanation of the Thorndike Word Book, see page 2.

Sight words	100
Phonetic words, formed according to rules children know	260
Primer variants	50
First Reader variants	76

For the list of First Reader words, see page 426.
For a summary of First Reader phonetics, see page 425.

Materials.

1. Pattern sheet[1] for silent reading seat work exercises. For a description, see page xlii.

Grandfather Pig	cabbage	goose	lion	top
Barnswallow	carrot	hound	monkey	bird's nest
spectacles	pea-pod	corn	deer	caterpillar
manger	beet	grapes	tea-cup	cocoon
ox	mouse	squash	saucer	butterfly
basket	fox	bear	spoon	

2. Phonic cards.[1] See preliminary matter to each week. For the Summary, see page 425.

3. Word cards.[1] See preliminary matter to each week. For the Summary, see page 426.

4. Puzzle games.[1] Cut up, for matching and building. For a description, see page xlvii.

No. 41. Underpotent words (like *to, or,* etc.) for phrase building.
No. 42. First Reader Poem. *A Secret.*
No. 43. *Ding, Dong, Bell.*
No. 44. *Bye, Baby Bunting.*
No. 45. *How many days.*
No. 46. F. R. Poem. *March.*
No. 47. *Ride away.*
No. 48. *Ride a cock horse.*
No. 49. Phonetic elements for blending.
No. 50. *There was a crooked man.*
No. 51. First Reader Poem, *The Peach.*
No. 52. *Mistress Mary.*
No. 53. Rossetti's *Who has seen the Wind?*
No. 54. *Old King Cole.*
No. 55. Phonetic elements for blending.
No. 56. *The Queen of Hearts.*
No. 57. *Little Polly Flinders.*
No. 58. First Reader Poem, *Fishing Pole.*
No. 59. First Reader Poem, *Spinning Top.*
No. 60. *Sing a Song of Sixpence.*
No. 61. First Reader Poem, *Mix a pancake.*
No. 62. *To bed, to bed, said Sleepy head.*
No. 63. *Cross patch, draw the latch.*
No. 64. *Wee Willie Winkie.*
No. 65. Tennyson's *What does little birdie say?*
No. 66. Cooper's *Only one Mother.*
No. 67. *What are little boys made of?*
No. 68. *There was a little man.*
No. 69. First Reader Poem, *The Dewdrop.*
No. 70. First Reader Poem, *The Postman.*
No. 71. *Diddle, diddle, dumpling.*
No. 72. *Handy Spandy.*

5. Diagnostic tests Nos. 21–31.[1] For a description, see page xliv.

No. 21. *Grandfather, lost, dot, top, pink, Barnswallow,* Tests story.
No. 22. *Purr, goes, sailing, sky, branches.*
No. 23. *Hound, wise, Friend, Fox, help.*
No. 24. *hungry.* Tests story.
No. 25. *corn, bean, carrot, beet, cabbage.*
No. 26. *children, sleep, haystack, pie.* Tests Mother Goose rhymes.
No. 27. *bills, crawly, worm, nest.*
No. 28. *tail, got, short, King, lion.*
No. 29. *cheese, box, shelf.*
No. 30 *a* and *b*. First Reader Speed and Comprehension Tests.

[1] Furnished, by the publishers, in inexpensive form.

WAYS AND MEANS

The following are suggestive. See the First Reader Manual for other procedures. Blanks are left for the teacher to insert additional procedures.

SILENT READING

A. Narrative

1. Ask questions about a thought unit or a page that is to be read silently, and have children read to find out.
2. Have them re-read to gain in rate and fullness of comprehension.
3. Have them re-read a story to find answers to questions proposed after the first reading.
4. Have them read to find out how to play a story.

5. _____

6. _____

B. Study and reference

7. Have children find the important ideas of a selection.
8. Have them read to find the sequence of important ideas.
9. Have them consult table of contents.
10. Have the children read a page quickly to find the line which the picture illustrates.

11. _____

12. _____

C. Supplementary reading

13. Have them read another version of a story in order to find out how it differs from the version that they already know.
14. Have the children read silently in order to tell the story to the class.
15. Have the children reproduce the thought of nursery rhymes in their own words.
16. Paste short, simple stories of known vocabulary, with pictures on cards to be read silently and told in child's own words.

17. _____

18. _____

D. Incidental

19. Write questions on slips of paper, distribute, and have children read silently and answer orally.
20. Write brief descriptive sentences about a pupil (or something) and have children guess who or what it is.
21. Make simple printed sheets about a common experience, call it a newspaper, and have the children read it.
22. Print announcements on the bulletin board.

23. _____

24. _____

E. Seat work

25. Distribute newspaper clippings and have the children underscore familiar words.
26. Have children make new words by mixing the letters of a long word.
27. Write directions for things to be done. (See *Seat work* throughout course.)

28. _____

29. _____

PERCEPTION DRILLS

30. Flash cards with words or phrases.
31. Flash action sentences, and have children act them. (See Silent Reading Card Game throughout course.)
32. Write a sentence on the board (or sentences) and expose one at a time with a short exposure.

33. _____

34. _____

ORAL READING

35. Have children read aloud in playing games, to give the answer.
36. Have children read aloud to another class, to a visitor, or to a group from their own class.
37. Have children read aloud to practice for dramatic rendering or for a Story Party.
38. Have teacher and children alternate in reading aloud.
39. Let one group compete with another in reading aloud.
40. Have children read aloud in relay for a Story Party.

41. _____

42. _____

GROUP I: "STORIES OF PETS"

(First Reader, pages 1–27)

Note. *Content.* The material in the first 27 pages offers a blend of different types of reading material: A modern cumulative tale in Grandfather Pig; a classical fable, first given as a silent reading exercise, then arranged with the dramatic *say* and *do* used successfully in exercises developed at the University of Chicago Model School; two poems in simple child style and about subjects dear to the child heart; and a silent reading drill with directions (pp. 26–27) to develop quickness and accuracy.

All this is assembled in a Story Party to give vital review under circumstances that appeal to the class.

Pictures. Planned by the artist and the author in conjunction to give real stimulus to the child.

Plan of work. An outline of work, by weeks, is given in detail, as follows:

A. BASAL READING LESSONS AND WORD STUDY. (Page 306.)

1st week. First Reader, pages 1–15.

2d week. First Reader, pages 16–23.
With supplementary reading

3d week. First Reader, pages 24–27.
With supplementary reading

B. OPTIONAL AND SUPPLEMENTARY. (Page 334.)

I. Projects, occupations, and free-time activities. See p. 334.

II. Correlation with other subjects. See p. 335.

III. Supplementary song games, poems, and stories. See p. 335.

IV. An extra week of supplementary reading. See p. 336.

NOTES

A. BASAL READING LESSONS AND WORD STUDY

FIRST WEEK

OPTIONAL AND SUPPLEMENTARY

(First Reader, pages 1–15, "Grandfather Pig")

Specific objectives. For the children —

1. To grasp the thoughts of several lines (paragraph) more quickly and fully in silent reading.
2. To interpret silent reading directions in seat work more quickly and accurately.
3. To improve (*a*) in reading several lines (paragraph) aloud quickly and easily, from model set by teacher's reading, and (*b*) in practicing parts for playing the story or for a Story Party.
4. To get meanings of new words in story context; to learn *ir*, final *ed*, and *as, es, is, os, us* as the "Bus" jingle.

Materials.

1. Patterns: Grandfather Pig, Barnswallow, spectacles.
2. Phonic card: *ir*.

Front	*Back*
bird ird ir	ir

3. Word cards: father (spectacles), world (push), key (gone), every (swallow), second (know — 6th day).
4. Diagnostic test No. 21: *Grandfather, lost, pink, Barnswallow, top.*
5. Puzzle Game No. 41: Primer Sentence-building.

New words. See Word Study, p. 315.

1st day	*2d day*	*3d day*	*4th day*	*5th day*
Grandfather (*s*)	lost	better	pink	Barnswallow (*s*)	puppy
road	spectacles (*s*)	keyhole (*s*)	fat	step	third
patter	somewhere	gone (*s*)	trot	second (*s*)	
	world (*s*)	light			
	evening	everywhere (*s*)			
	pushed (*s*)	cry			

Phrases. *For drill:* Poor old Grandfather Pig, down the road, Little Red Hen, Somewhere in the world, they were gone. Do not cry, here and there and everywhere, three little Pink Piggies, fat Mrs. Pig, Where has he lost them, He can not see the light again, Lost his spectacles, When he took this evening walk, Mr. Barnswallow, Puppy Dog, I think I know. (Select from the above.)

For supplying word at blanks: the———Little Pink Piggy (first, second, third), his———walk (evening, morning). ———. ———were gone (The spectacles, The piggies); ———Grandfather Pig (Poor, Old, Fat).

OPTIONAL AND SUPPLEMENTARY (Page 334.)

I. Projects, occupations, free-time activities. See p. 334.
II. Correlation with other subjects. See p. 335.
III. Supplementary song games, poems, and stories. See p. 335.

Note. Each week the teacher should consult these optional and supplementary suggestions before beginning the work so that she can introduce them at the most opportune time.

A. BASAL READING LESSONS

1st DAY (First Reader, to page 1)

Incidental Reading:[1] **Opening.** By means of pictures or talking about the family present *father*, *mother*, and *Grandfather*. Write on board:

mother father (SR)
Grandfather

Project. See page 334.

Word Study. See page 315.

New Reading. *Objective:* To become acquainted with the book.

(*a*) *Getting acquainted with the book.* Talk about the front lining, title page with its picture, children's preface. [Dismiss copyright page by saying "That 's just for me to read."] Draw out comments on pictures; have children read. On third page there are no new words. Help them identify new words on next page from context by association with pictures, but do not make any effort to teach these words. Get enough of the first page of the table of contents to have them want to turn to page 1 to find Grandfather Pig. (Ignore rest of contents.)

(*b*) *Picture study and conversation.* Frontispiece and 1. Questions: Is Grandfather Pig a clean Pig? . . . [Towels, barrel for rain water] . . . Do you think the Hen lived next door? [hat, umbrella, purse] . . . Where did she come from?

(*c*) *Then read silently to find out* where Little Red Hen is going on the road and what she is saying. Close the reading of the page with the question: Why did Grandfather Pig open the door "just a little"? Tell the children it is a Guessing Game, and they should all have good answers to-morrow. Don't turn the page to find out now. Make use of curiosity to quicken interest in the next day's reading. Frequently classes fail to get full

[1] Rural schools may omit Incidental Reading periods on account of having more than one class to attend to. Or they may give the exercise to an 8th-grade pupil to oversee.

thought value from a page of text and picture because they rush on from page to page. Hold back occasionally to pique curiosity and force out thought.

(*d*) *Drill. Find Game.* Children read silently page 1, repeatedly, to find the answers: If you colored the hen, what colors would you use? Did the artist follow the story? . . . [*Red* Hen, *yellow* feet.] Where had the hen come from? . . . [Down the road.] How did the Hen expect to get into Grandfather Pig's house — by window or chimney? . . . [Neither; by the door.] . . . What did she ask him? . . . Does Grandfather Pig seem glad to see Little Red Hen? . . . [Opened door only a little.]

Group work. See page 317.

Review. (*a*) *Re-read* children's preface, pp. iii–iv. Notice which children readily recall the new words on page iv, but do not drill on them. Identify pictures of new First Reader characters. (See also front lining.) Have children tell about Primer stories that deal with anything mentioned in the preface for children. [Tatters, Piggy Wig, elephant in Wiggle Wags, etc.]

Re-read page 1 to plan playing this opening scene — characters, scene, conversation.

(*b*) *Get children's ideas* about why Grandfather Pig did not open door wider. By pertinent questions about what may be coming next, a class may be worked up to a high point of interest, and some real anticipatory thinking can be done by the youngsters in imagining what is to be said or done.

Use the situations of the stories to force the children to have suggestions ready. For instance, in talking about why Grandfather Pig did not open the door hospitably to Little Red Hen, some child will probably say, "He was n't dressed." But a careful look at the picture shows that he was. Such questions force the children to think.

Seat work. Pattern of ball (Pre-Primer). Copy on the board under a window shade or map:

Draw six balloons. (SR)
Number them from 1 to 6.
Color the first balloon red and blue.
Color the other balloons
the way you want them.

Note to Teacher. This is a silent reading lesson. There should be no reading aloud of the directions. Simply say, after distributing paper and seeing that children have crayons:

"Do what it says here."

To insure silence, play the Silence Game.

Have the children read silently through the unit to see which patterns they need. [They get them out. If there is a new pattern, you should distribute.] Then have them read through it again silently and lay the patterns on the sheet of paper, so that they have room for them all, or place them to best advantage. In this case the same pattern is used six times.

Incidental reading: Dismissal. To review *grandfather.*

Have you a Grandfather? (SR)

2d DAY (First Reader, pages 2–3)

Incidental reading: Opening. To present *evening.* Write, and frame with lips. Contrast *morning* and *evening.*

What did you do last evening?

Project and **Word Study.** See pages 334 and 315.

New Reading. "Grandfather Pig," pages 2–3.

(*a*) *Review*, page 1. Have the children take markers and read to themselves to find out what Little Red Hen did and said, and what Grandfather Pig did. Three children may read aloud the three sections.

Get from the children their answers to the question why Grandfather Pig opened the door only a little. Ask, "What will Little Red Hen do, if Grandfather Pig won't let her in?" [Write on board: "Little Red Hen will cry."]

(*b*) *Picture study*, p. 3. See that children know bee-hive. What is Red Hen doing?

(*c*) *Reading silently to find out*, with oral reading by teacher to set a good model.[1] Say that you will play Grandfather Pig and read his part aloud, and they should all read Little Red Hen's part silently, whenever they come to it, so they can tell what she said.

TEACHER, *orally*, 1st ¶ page 2. (Grandfather Pig's speech.) . . .

Begin reading at the top of page 2, putting life into the four lines. Have children follow in books, with markers. Emphasize the two new words in the fourth line. Pause to comment on what was the matter with Grandfather Pig and let the children tell who made the nearest guess.

Ask, "What did Little Red Hen say?"

CHILDREN, *silently.* Red Hen's speech to find out, page 2. Some child tells in own words, or words of book. . . .

TEACHER, *orally* (telling children to follow with their markers as she reads)

[1] This scheme is used in this first story so that the teacher can set the model for the class by reading with life and distinctness. It is not to be followed hereafter except where there is a special value.

Grandfather Pig's speech, page 2, emphasizing the new words in her voice.

CHILDREN, *silently*. Red Hen's speech, bottom of page 2. A child tells what she said. . . .

TEACHER, *orally*. Grandfather Pig's speech, top of page 3. (Teacher's directions: "Find out what Little Red Hen said and did.")

CHILDREN, *silently*. Next five lines; one child tells what hen *said*, and another, what hen *did*.

TEACHER, *orally*. The final line with great emphasis.

Children are natural mimics. This occasional alternate reading aloud by yourself or a good reader and silent (or oral) reading by children will do much, both by teacher's model and children's practice, to break up any monotonous word calling which some children may have.

(*d*) *Thought questions.* Why would loss of spectacles keep Grandfather Pig from going out? . . . When did he lose them? . . . How long had he been without them? . . . How was he dressed for his walk? . . . Could any one walk into his house, when he was gone? . . . Where might the spectacles be? . . . Why would Red Hen tell him not to cry? . . . Was Red Hen a good neighbor? . . .

(*e*) *Drill.* Play the Find-and-Read Game, taking a page at a time, and giving questions that call for reading of a group of lines.

Page 1. Find the part that tells where Little Red Hen went.
(Child reads aloud first five lines.)
Find what Little Red Hen said. (2d ¶.)
Find what Grandfather Pig did. (3d ¶.)

Page 2. Read aloud the part that tells why Grandfather Pig can not go out. (1st ¶.)
Find what Little Red Hen said. (2d ¶.) What else? (4th ¶.)
Find the part where Grandfather tells where he was. (3d ¶.)

Page 3. Find the part that tells why Grandfather Pig would not open door wider. (Page 3, top.)
Find part that shows that Red Hen was kind, and would go to some trouble for other people. (Last 2 ¶¶'s.)

(*f*) *Final oral reading by teacher and silent reading by children.* Reverse the procedure. Teacher reads aloud Little Red Hen's parts, and children read silently Grandfather Pig's parts and re-tell content. Teacher thus sets model for other sentences.

Group work. See page 317.

Review. (*a*) *Re-read* orally pages 1–3, *to prepare for playing the story*, three children taking parts of Grandfather Pig, Little Red Hen, and Book. Call for ten children to read in succession the different sections. Have them note that a wider space is put between these.

(*b*) *Play the story* for pages 1–3.

Seat work. Patterns: Grandfather Pig and hen (Primer).

Draw Grandfather Pig. (SR)
Draw Little Red Hen.
Color Grandfather Pig
red and black.
Color Little Red Hen
red, yellow, and black.

Incidental reading: Dismissal. Review *evening.* Have child whisper in own words and go.

It will soon be evening. (SR)
Evening will soon be here.

3d DAY (First Reader, pages 4–7)

Incidental reading: Opening. To review story and pictures.

What did Little Red Hen wear? (SR)
Where did she go patter, patter?

Project and **Word Study.** See pages 334 and 316.

New reading. Pp. 4–7.

Note. This lesson gives opportunity to train reading endurance, for it is of longer length with few new words.

(*a*) *Picture study.* Who are in this story? . . . [Get "Three little Pink Piggies" and "fat Mrs. Pig," and write them on board.] Pause to comment on pictures on pages 6–7 when you reach those pages.

(*b*) *Silent reading to find answers to questions.* Ask, "Did Little Red Hen find the spectacles?" Read to find out. . . . What did she do? . . . Have the children tell you what answer the hen will give to the question on page 5, before they turn to read.

The following outline shows how a few well-selected questions will bring out content of a paragraph:

1. Did Red Hen find the spectacles? (1st ¶, p. 4.)
2. What did Grandfather Pig do about it? (2 ¶, p. 4.)
3. What did Little Red Hen do and say? (¶¶ 3–4, p. 4.)
4. What did Mrs. Pig say? (¶ 1, p. 5.)
5. What did Red Hen explain to Mrs. Pig? (1 ¶, p. 6.)
6. Who else offered to help? (¶ 2, p. 6.)
7. Where did they hunt? (¶ 3, p. 6.)
8. Why are the Piggies crying in the picture? (¶ 1, p. 7.)
9. What is Mrs. Pig saying? (¶ 2, p. 7.)
10. What did they do then? (¶ 3, p. 7.)

(*c*) *Drill.* Game of Find-which-Paragraph: Teacher gives content of a paragraph and children find and read aloud; as, Find the part that tells whether Red Hen found the spectacles. [Child reads 1st ¶ aloud.]

Group work. See page 317.

Review. (*a*) *Reread to see what to do and say in playing story.* Ask, "What did Little Red Hen do when she could not find the spectacles?" Have children find where it tells (beginning of second story) and thus link the second story with the first. This also furnishes the third and later scene for the play. (OR or SR)

Story 1. Scene 1. Grandfather Pig's house.
Scene 2. Where Little Red Hen hunted.

Story 2. Scene 3. Grandfather Pig's house when Hen returns.
Scene 4. Fat Mrs. Pig's house.
Scene 5. Garden where Little Pink Piggies hunted.
Scene 6. Mrs. Pig's house, when Little Pink Piggies return.

Have the children pick out places in the classroom to be Grandfather Pig's house, Mrs. Pig's house, and the places where Little Red Hen and the Little Pink Piggies hunted. These can be labeled.

(*b*) Play the story.

Seat work. Patterns: Grandfather Pig [have children put apron and bonnet on him to make him look like Mrs. Pig] and little pig (Pre-Primer).

Draw the Three Little Pink Piggies. (SR)
Dráw the mother pig.
Make her fat.
Color the little piggies red.
Color fat Mrs. Pig yellow and blue.

Incidental reading: Dismissal. To review words:

Why did the Pink Piggies cry? (SR)
Would you cry?

4th DAY (First Reader, pages 8–12)

Incidental reading: Opening. Drill on *first, second,* and *third.* Place three children in a row, numbering them 1, 2, and 3. Then write (using their names):

Mary is first.	1, first	(OR)
Tom is second.	2, second	
Betty is third.	3, third	

Project and **Word Study.** See pages 334 and 316.

New reading. "Grandfather Pig," pp. 8–12.

(*a*) *Review story up to date.*

(*b*) *Picture study*, page 8. Ask, "Who is this?" . . . [Children find out from caption and conversation] . . . "How did he get into the story?" . . . [Children suggest reasons] . . .

(*c*) *Read silently to find out.* Watch to see which children turn the page first. When they come to the end of page 11, they should tell you about Barnswallow.

Talk about this *thought question.* "Did Mr. Barnswallow have more chance to find the spectacles than the others? . . . Why?" . . .

All turn to page 12 together and read down the page to find whether he did find them. See who has a hand up first.

(*d*) *Read aloud in relay to prepare for a Story Party.* Pages 8–12. Divide into two groups. Subdivide these into 5 groups, assigning to pages 8, 9, 10, 11, and 12 respectively. Give the children a few minutes to look over the page. Be ready to tell them words. Then let one large group read in turn. Tap on the desk with your pencil, when the next child is to read. Repeat in relay with the other group until all the children have read. Urge each group to read better than the one before. Get the children imitating one another in putting life into the speeches. They will love the *patter, patter, patter* parts. During the reading, all but the readers listen.

Group work. See page 317.

Review. (*a*) *Practice reading aloud for the Story Party.* (Pages 1–7.)

(*b*) *Re-read silently to see how to play story.* (Pages 8–12.)

(*c*) *Play the story.*

Barnswallow might have a high hat of paper and a cane; Mrs. Turkey, a bonnet; Little Red Hen, a bag and umbrella; and the Pink Piggies bands of paper pinned around their foreheads with *first, second,* and *third* on them.

Seat work. Patterns: Barnswallow, spectacles, Grandfather Pig.

Who went hop, hop, hop?
Draw Mr. Barnswallow.
Who had to stay in the house?
Draw poor old Grandfather Pig.
Draw what was lost.

Color Mr. Barnswallow two colors. (SR)
Color the spectacles brown.
Color Grandfather Pig two colors.

Incidental reading: Dismissal. To review *first, second, third.*

(SR)

Tom may go first.
Mary may go second.
Betty may go third.
All of you may go now.

5th DAY (First Reader, pages 13–15)

Incidental reading: Opening. To play game of *step* and *trot*, divide the children into horses and ponies. Practice the two actions of stepping and trotting. Write:

A pony may trot.	A pony may step.	(SR)
A horse may step.	A horse may trot.	

Then point to different sentences and have children act them, alternating pony and horse groups. Children raise hands and do.

Project and **Word Study.** See pages 334 and 317.

New reading. First Reader, pp. 13–15.

(*a*) *Children retell each story* so far. After one of them have the class listen while several children *read the story aloud in review for Story Party.*

(*b*) *Picture study*, page 13. What are the animals doing? . . . Make up the speech that Barnswallow is making in the picture. [Write it on the board as the children give it.]

(*c*) *Read silently* (to the end of page 15) *to find out* who hunted next. Have the children find the words that tell how each animal walked. Have them imitate each animal.

Which ones are lagging behind in the picture on p. 15? . . . [Pink Piggies.]

(*d*) *Drill.* Find lines.

Group work. See page 317.

Review. (*a*) *Re-read silently to plan the scenes* (pp. 8–12 and 13–15).

Story 3. On the road.
Hunting.
On the road talking to Barnswallow.
Hunting.

Story 4. At the woods.
On the road to find Puppy Dog.
Where Puppy Dog rolled his hoop.

(*b*) *Select parts and play the two stories.*

Seat work. Diagnostic test No. 21; hectographed sheet with pictures of spectacles, pig, barnswallow; or patterns.

Do what this says.
Find what Grandfather Pig lost.
Put a big black dot at the top of them.
Color Grandfather Pig pink and blue.
Color Mr. Barnswallow this way.
Color him brown,
but make his feet and mouth orange.

Do what this says. (SR)

Find what Grandfather Pig lost.
Put a big black dot at the top of them.

Color Grandfather Pig pink and blue.
Color Mr. Barnswallow this way.
Color him brown,
but make his feet and mouth orange

Note. See that the children put their names on all diagnostic test papers. Mark them with a check at the place where a child failed. Divide the papers into correct (Kitty cats) and incorrect or something wrong (White Mice). Preserve all diagnostic test papers.

Incidental reading: Dismissal. Repeat the *step* and *trot* game with variations: Divide into four groups to play Hen, Pig, Turkey, and Barnswallow.

Little Red Hen went patter, patter, patter. (SR)
Little Pink Piggy went trot, trot, trot.
Mrs. Turkey went step, step, step.
Mr. Barnswallow went hop, hop, hop.

Number these, and as you call numbers, see which children from the four groups are quickest to respond. Let them imitate in their walk.

WORD STUDY

Note. Begin each Word Study lesson with a minute flash card drill. Keep the cards in an elastic band and change as the children learn them.

1st day. (*a*) Review names of family:

mother father
grandmother grandfather

Talk about where grandfathers and grandmothers live. Write:

Grandfather's house Grandmother's house

Say that once you went down a road [write "down a road" on board] and you saw all these houses. See whether the children can tell them:

down a road a Dog's house a Hen's house a Pig's house

(*b*) Write a little story, presenting the new words in context. Throughout the First Reader work you should frequently make up such stories for new words.

Once a little Hen went down the *road.*
She walked like this. (Imitate.)
She went *patter,* patter down the road.
She opened her mouth
and sang "Cluck, cluck!"

2d day. (*a*) Teach *as, es, is, os, us* as a jingle (Bus Jingle):

As, es, is, os, us
Come, let us ride in the bus.

Blend with initial and final consonants: fast, last; best, nest; rest, west; fist, wrist; cost, lost; dust, must.

(*b*) Talk about the "Lost and Found" column in the newspaper. [Write *Lost and Found* on board.] Talk about things that different members of a family might lose. Ask what Grandfather might lose. When some one mentions glasses, write *spectacles* under *Lost,* saying the word aloud. Write:

Poor Grandfather *lost* his *spectacles.*
We looked here, and we looked there.
We have looked *everywhere.*
They must be *somewhere*
Do not *cry,* Grandfather.
We will find them. (Let children play hunting.)

(*c*) The new words in Grandfather Pig's speech on page 2 are given first by the teacher when she reads that part aloud to the class. Through repetition these words will soon be learned.

See which children readily recognize the word *light* from their primer phonogram *ight.*

3d day. (*a*) Review phonetic cards for *ink, y, at,* and *ot,* blending *pink, cry, fat,* and *trot.* Write on the board:

1 Piggy 2 Pigg*ies* the Hen the Hen*'s* house

(*b*) It will pay to prepare cards to label the characters for the story when it is acted; these can also serve as flash cards for drill:

Poor old Grandfather Pig	Fat Mrs. Pig
Little Red Hen	Pretty Mrs. Turkey
First Little Pink Piggy	Mr. Barnswallow
Second Little Pink Piggy	Puppy Dog
Third Little Pink Piggy	Little Boy

Phrase cards to designate scenes could be:

down the road	Fat Mrs. Pig's house
Grandfather Pig's house	here and there and everywhere

(*c*) Teach final *ed.* Call it "Lazy *ed,*" too lazy to say *ed* all the time. Sometimes it says *d,* and sometimes *t.*

ed	*d*	*t*
wait*ed*	call*ed*	jump*ed*

Tell the sounds "Lazy *ed*" makes in the following words:

called	asked	waited
mewed	laughed	wanted
played	walked	pointed

4th day. (*a*) Review *first, second, third.*

(*b*) Talk about kinds of birds. Write *Robin, wren, catbird, bluebird, swallow, barnswallow* on board.

(*c*) Review *ap, ep, ip, op, up* jingle, and blend *ep* and *op* with *t* and *st* to get *step, top,* and *stop.*

(*d*) Find Bossy Letter and underline the one that is bossed into saying its name.

Little Hen went down the road.
She had a load on her back.
It was a little toad.
Hop, Little Toad!
You are too big a load
for a little Hen.

5th day. (*a*) Review words ending in final *y*, doubling consonants *Betty, Kitty, Polly, Billy, Pussy, Puppy, funny*, etc.

(*b*) Teach *ir* with initial and final consonants. Key word, *bird.* Blend: Sir, fir, firm, chirp, third, dirt.

(*c*) Find "Lazy Ed" and underline it.

Red Hen open*ed* the gate.
She call*ed* Cluck, Cluck.
Then she fasten*ed* the gate again.
She walk*ed* away,
because no one was there.
Then she went patter, patter home.

GROUP WORK

Note. Throughout this week, the good group will go each day to project, and the medium group to project or puzzle games.

1st day. *Whole class.* Match: sight words or phrases. *Medium and poor.* Number drills. *Poor group.* Review phonic jingles. (Pp. 101 and 296.)

2d day. *Whole class.* Rhyming games with *think, by, at,* and *not* to get *pink, cry, fat,* and *trot. Medium and poor.* Finding first or last line on a page in First Reader, from pages 1 to 3. *Poor group.* Individual help, as needed.

3d day. *Whole class.* Number drills on blackboard, combined with *first, second, third. Medium and poor.* Short vowel jingles. *Poor group.* Flash word drills.

4th day. *Whole class.* Flash word and phrase drill. *Medium and poor.* Vocabulary Game. "Thinking of word that begins like *stone.*" (Step.) *Poor group.* Finding pages rapidly in reader (pp. 1–12), and reading first line on page.

5th day. *Whole class.* Number drills, even numbers, 1 to 50. *Medium and poor.* Rhyming game with *as, es, is, os, us.* See page 315. *Poor group.* Individual help.

NOTES

SECOND WEEK

(First Reader, pages 16–23)

Specific objectives.

1. To read a story aloud with more action and ease, practicing for a Story Party to come later.
2. To plan how to play the story and to play it.
3. To learn a poem by objectifying it.
4. To apply the word *not* correctly in seat work silent reading by omitting color on one animal.
5. To teach *ew, ar, sl, ow,* and the "Muff" jingle.

Materials.

1. Patterns: manger, ox.
2. Phonic cards: *ar, ew, sl, ow.*

Front	*Back*	*Front*	*Back*	*Front*	*Back*	*Front*	*Back*
yard ar	ar	Mew ew	ew	slipped sl	sl	know ow	ow

3. Word cards: yard (tumble), secret (guess), manger (either).
4. Puzzle Games Nos. 42–44.

No. 42. "The Secret," First Reader, page 21.
No. 43. Ding, dong, bell. See p. 432.
No. 44. Bye, baby, Bunting. See p. 432.

New words. See Word Study, p. 323.

6th day	*7th day*	*8th day*		*9th day*	*10th day*
know (*s*)	mine	secret (*s*)	as (*has*)	snow	manger (*s*)
just	wind	Perhaps (*s*)	nice		ox
yard (*s*)	blew	guess (*s*)	chickens		hay
tumbling	shut	try	kittens		lay
get	top	real	can't		sleep
Let	slipped	hard	soft (*s*)		either (*s*)
tumble (*s*)		mice	small		
		bit	our (*s*)		

Phrases. *For drill* [phrase names of characters in story]: try real hard, little white mice, every bit as nice, as white as snow, now you know, dog in the manger, went to sleep.

For supplying words in the blanks: it is something —; as — as —; in the — (road, yard, light, evening, world).

OPTIONAL AND SUPPLEMENTARY WORK (See page 334.)

I. Projects, occupations, free-time activities. See page 334.

II. Correlation with other subjects. See page 335.

III. Supplementary song games, poems, and stories. See page 335.

A. BASAL READING LESSONS

6th DAY (Page 16)

For **Project, Word Study,** and **Group Work,** see pages 334, 323, 324.

Incidental reading: Opening. To lead up to project:

What pet do you have at home? (SR)

New reading. Page 16. (*a*) *Review.* Children re-tell story, pp. 13–15, page by page, and re-read silently to see whether they told everything.

(*b*) *Reading to find out.* Question: Do you think Puppy Dog will get the spectacles?

(*c*) *Drill.* Find game for silent reading (p. 308) or Find-which-paragraph (p. 312) for oral reading.

Review. (*a*) *Re-read to find out* who would play it and what the scenes would be. Pp. 13–16. (SR or OR)

Characters: Barnswallow, Mrs. Pig, Hen, Turkey, 3 Piggies, Puppy Dog. [Copy on board.]

Scenes: At the woods.
On the road to find Puppy Dog.
Where Puppy Dog rolled his hoop.

Find the speeches. Which speech must they make up? [Barnswallow, p. 13.]

(*b*) *Practice playing the story.*

Seat work. Pattern: spectacles.

(SR) Grandfather Pig lost his spectacles.
Draw the spectacles.
Make an S at the top.
Color the S red.
Do not color the spectacles.

Incidental reading: Dismissal. Children whisper answer as they go out.

What pet should you like to have? (SR)

7th DAY (Pages 17–20)

For **Project, Word Study,** and **Group Work,** see pages 334, 323, 324.

Incidental reading: Opening. Write ten phrases for the characters on the board, numbered. Play a number game. Or stand the phrase cards along the blackboard ledge, put numbers above the cards, and play as above.

New reading. Pp. 17–20. (*a*) *Picture study:* What are Puppy Dog (p. 17) and Little Boy (p. 19) saying? Take one picture at a time, as you come to it.

(*b*) *Read silently to find out.* Who found the spectacles? . . . Why did they "laugh and laugh?" . . . In what order did they go home? . . . Who searched the longest time? . . .

(*c*) *Practice for Story Party.* Children read aloud the parts of the characters and the Book. Have the children look quickly down the page to find who would read for each page. Teacher (or best pupil) may take part of Book, and children of the speakers. Children not reading for page, listen.

In rural class rooms it may be valuable practice and incentive to have a second-grade child take the part of the Book and set the model.

Review. (*a*) *Re-read silently* pp. 1–20, finding the scenes and writing them on the board. See who first finds where the scene changes for each.

1. At Grandfather Pig's house. (SR)
2. At Mrs. Pig's house.
3. On the road.
4. At Puppy Dog's house.
5. At Grandfather Pig's house.

(*b*) *Or re-read orally,* to play later.

Seat work. Pattern: pig; freehand of house.

Find Grandfather Pig's house (SR)
in the book.
Look at it.
Then draw a house.
Have Grandfather Pig stand
at the door.
Color the house brown and yellow.
Do not color Grandfather Pig.

Incidental reading: Dismissal. Play a number game with names of characters of story.

8th DAY (Page 21, "The Secret")

For **Project, Word Study,** and **Group Work,** see pages 334, 323, 324.

Incidental reading: Opening. Who has a —— at home? [Puppy, kitten, chicken.]

New reading. "The Secret," page 21.

(*a*) *Introductory talk* about pets.

(*b*) *Read or recite this poem* (only page 21) *to the children yourself and have them listen.* Have pictures of puppy, mice, chickens, and kittens, and cards with their names. As you recite the poem, yourself, hold up the proper picture and have the children tell the word:

TEACHER. It 's not a —— [holds up picture of puppy]
CHILDREN. Puppy.

Next, recite and hold up names of animals (word cards), for children to tell.

(*c*) *Read aloud again, and have the children follow in their books.* At the end have them guess what is in the basket.

(*d*) *Alternate reading.* Read the first line yourself, then a child read the next line, alternating with you, etc. Repeat with a child reading the first line and you the second, alternating. Call this: "Throw the ball." Let some child make one guess after each reading.

By tying up the lines with conversation and having many repetitions of the stanzas, the children memorize unconsciously.

(*e*) *Drill.* Find: Which words tell what it is *not?* [puppy, mice, chickens, kittens] . . . Which tell what the pet is like? [soft, round, small] . . .

Review. Play the story, pp. 1–20; five scenes, 10 characters.

Seat work. Patterns: cat (for kitten), dog, and hen or rooster (for chicken).

Draw a kitten.
Draw a puppy.
Draw a chicken.

Color the kitten black. (SR)
Do not color the puppy.
Color the chicken red.
Then draw what you think the secret is.

Incidental reading: Dismissal. Name of a pet:

We have a home for the ——. (SR)

9th DAY (Page 22)

For **Project, Word Study,** and **Group Work,** see pages 334, 323, 324.

Incidental reading: Opening. What pet do you think it is? (SR)

New reading. Page 22. (*a*) *Re-read* the poem aloud on page 21, while the children follow. Call again for the children's guesses. Have three children re-read aloud.

(*b*) Turn the page and *read silently to find out* which guess was right.

(*c*) Four children *read aloud in relay,* repeated.

(*d*) *Learn the poem:* read poem, but pause at end of line and let children fill in rhyme; teacher and children say alternate lines.

Review. Re-read "The Secret," with children acting parts of the pets and holding the word cards to identify themselves, and see how many children can recite the whole poem or parts of it from memory. When the reader mentions their names they run to their seats, the rabbits alone remaining. The *mice* card and the *rabbits* card should be played by two children each, who hold the card together.

Seat work. Patterns: goat, squirrel, elephant, and rabbit, from Primer.

Draw a goat.
Draw a squirrel.
Draw an elephant.
Draw a rabbit.

Do not color the one (SR)
that was soft,
and round, and small.
Color the others
as you want them.

Incidental reading: Dismissal. What pets did you see to-day? (SR)

10th DAY (Page 23)

For **Project, Word Study,** and **Group Work,** see pp. 334, 323, 324.

Incidental reading: Opening. You describe a pet, and children guess:

Perhaps you can guess what this pet is? (SR)

New reading. Page 23, "The Dog in the Manger."

(*a*) *Read silently to find* ***who, when,*** *and* ***what,*** for acting the fable.

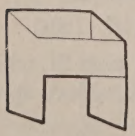
(*b*) *Play it,* using a desk as manger. [Label desk manger. Label two children ox and dog.]

(*c*) *Question.* Did this dog behave as a good pet would? Why not?

(*d*) *Drill.* Play the Find-line Game. One child gives a word, and another child reads aloud the whole line in which the word occurs. On account of the duplication of words, several children can read lines for one word.

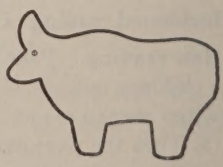
Review. (*a*) Copy on the board and read "Bye, baby, bunting," p. 432. Play, as child rocking baby. (*b*) Practice from memory "The Secret," "Ding, dong, Bell," and this third rhyme, having children pantomime.

Seat work. Patterns: manger and ox.



Draw a manger.
Draw hay in the manger.
Draw a dog on the hay.
Draw a big ox.

Color the one (SR)
that did not want
to eat the hay.
Color him red.



Incidental reading: Dismissal. Describe a pet.

Try real hard to guess this. (OR)

WORD STUDY

6th day. (*a*) Review the "Bus Jingle" (get *just*); *at, et, it, ot, ut* (*get, Let*).
(*b*) Teach *ar.* Key word, *yard. Know* (from "I think I know" — put on board by teacher); teach *tumble* from context.

7th day. (*a*) Review "Little Lazy *e*" (*mine, mice, Kite*); *at, et, it, ot, ut* (*shut, bit, kit*); *and, end, ind, ond, und* (wind).
(*b*) Teach *ew.* Key word, *Mew.* Blend *blew* (blackboard talk about wind).

1. blew	4. drew	7. grew	10. new
2. chew	5. few	8. hew	11. pew
3. dew	6. flew	9. Mew	12. stew

Note. Write these in two vertical columns. Call a number, and children find and say the words in both lists for the number. Call number; child makes sentence.

(*c*) Teach *sl.* Key word, *slipped.* Blend *slip, sled, sleet, sly, slash, sleep.*

8th day. (*a*) Teach *ar.* Key word, *yard.* Blend *hard, card.*

card	ark	arm	barn	carp	bar	art	March
hard	bark	charm	darn	harp	car	cart	arch
lard	hark	farm			far	chart	
yard	lark	harm				dart	
	mark	alarm				part	
	park					tart	

(*b*) Play rhyming games with *ard* (yard, hard), *ice* (mice) and *all* (small).
(*c*) Teach the "Muff Jingle."

Af, ef, if, of, uf
The girl has her hands in a muff.

Blend: left, lift, soft, raft.

9th day. (*a*) Teach *ow.* Key word, *know.* Blend *snow, grow, sow.* Copy on board:

I think I *know*
what makes me *grow.*
I think I *know*
what makes the *snow.*

(*b*) Review "Little Lazy *e.*" (mine, mice, nice, ripe, kite, Hide, hole.)

10th day. (*a*) Review *ay.* (lay, hay, bay, day, may, pay, say, way, gray, play, stay, clay.)
(*b*) Teach *either* and *or* (from doing one of two things, action work).
(*c*) Teach *manger* (from talk on how to feed pets). Then write:

What is a *manger?*
A *manger* is something
in the barn.
It holds what the cow eats.

(*d*) Combine *ee* with initial and final consonants. Select from:

deed	beef	feel	seem	green	creep	cheer	bees	beet
feed	reef	heel		keen	deep	deer	sees	feet
greed		kneel		queen	keep	peer		greet
heed		peel		seen	peep	queer		meet
need		reel			sheep			
reed		wheel			weep			
seed								
weed								

Sentence Game. Write ten words in a column, numbered. Call a number, and the children make up a "story" using the word. Call the game "Story Game" with the children.

GROUP WORK

Note. When groups are dismissed, they should go to games, project, or supplementary reading.

6th day. *Whole class.* Flash drill of basal cards of week, to winners of diagnostic test No. 21. Rest of class watch. *Medium and poor.* Rhyming game with *know* (bow, crow, grow, low, mow, row, sow, snow, throw). *Poor group.* Finding mistakes in diagnostic test sheets.

7th day. *Whole class.* Vocabulary Game — word begins like *water* (wind), like *ten* (top). *Medium and poor.* Flash word drills. *Medium,* go to games. *Poor group.* Finding pages in book quickly and reading last line, pp. 1–20.

8th day. *Whole class.* Flash phrase cards. *Medium and poor.* Vocabulary Game with names of animals. *Poor group.* Drill with phonetic cards.

9th day. *Whole class.* Number Game with six phrases of the poem. *Medium and poor.* Rhyming game with *yard, mice, small, know. Poor group.* Puzzle games under your supervision.

10th day. *Whole class.* Drill with odd numbers from 1 to 50. *Medium and poor.* Flash word drills. *Poor group.* Individual help as needed.

NOTES

THIRD WEEK

(First Reader, pages 24–27)

Specific objectives. For the children —

1. To read aloud with more life the parts of a dramatized fable and to act the stage directions read silently.
2. To get the swing of a poem, and its refrain; and to learn it quickly.
3. To read silently a one-line direction and interpret it correctly in doing one thing.
4. To sound the variations *ass, ess, iss, oss, uss; er* and *ur;* and *al, el, il, ol, ul;* with initial and final consonants.
5. To re-read First Reader, pp. 1–24, in a Story Party project.

Materials.

1. Diagnostic test No. 22: *purr, goes, sailing, sky, branches.*
2. Phonic cards: *er, ir, or, ur.*

Front	*Back*	*Front*	*Back*
turn urn ur	ur	her er	er

3. Word cards: warm (does), sky (high).
4. Puzzle Games.

No. 45. How many days. See p. 432.
No. 46. The poem "March," cut up.
No. 47. Ride away, ride away. See p. 432.

New words. See **Word Study,** page 331.

11th day	*12th day*		*13th day*	*14th day*	*15th day*
warm (*s*)	March	sky (*s*)	(*Review*)	Doing	(*Review*)
does (*s*)	silver	tossing		teacher	
	fur	branches		read	
	Willow	high (*s*)		myself	
	hear	blow		book	
	purr	glossy			
	Kites	kits			
	sailing	show			

Phrases. *For drill:* Soft and warm; Pussy Willow, tossing branches high, silver fur; the right hand, toss the ball.

For supplying words in blanks: Sailing in the —— ; glossy kits to —— ; to hear ——; —— one thing; a —— game; read to —— self.

OPTIONAL AND SUPPLEMENTARY (See page 334.)

I. Projects, occupations, and free-time activities. (See page 334.)
II. Correlation with other subjects. (See page 335.)
III. Supplementary song games, poems, and stories. (See page 335.)

11th DAY (page 24)

For **Project, Word Study,** and **Group Work,** see pages 334, 331, 333.

Incidental reading: Opening. Review days of week:

This is Monday. (OR)
To-day is Monday.

New reading. Page 24.

(*a*) *Re-read* the fable on page 23 silently and tell.

(*b*) *Silent reading drill;* finding things on a page quickly. Find the speakers in the dialogue on page 24. Tell how to find what the animal says and what he does. Have rapid drill in giving words for superior numbers. Repeat drill, asking each time "Who said (or did) it?" thus forcing children to find the title of each section.

(*c*) *Practice reading the speeches* silently and then aloud. Read silently what each animal does and tell it. Then read the stage directions aloud while some one pantomimes them.

(*d*) *Act the dialogue.*

(*e*) *Drill.* Read the lines that tell why the dog wanted to stay in the manger; why the ox wanted him to get out. . . . Should the dog have stayed in the manger? . . . Why not? . . . How might a big pig play the same kind of mean trick on a dog? . . . [Get into his dog box and crowd him out.]

Review. (*a*) Copy on board and learn "How many days" (p. 332). Let seven children impersonate days of week and hold cards with names of days. When days are mentioned in rhyme, they stand up in a row in front of class.

(*b*) Have two children read the fable on page 24 as a dialogue, while two other children read the stage directions silently and act out.

Seat work. Patterns: manger, bird, dog, and ox.

Draw a manger.
Draw a dog on it.
Draw a bird.
Draw an ox, too.
He is not in the manger.

Color the ox red. (SR)
Color the dog yellow.
Color the bird black.
Color the manger brown.

Incidental reading: Dismissal. Game to teach *either* with a dozen word cards stood on blackboard ledge, the child acting. Write:

Get either *manger* or *ox*. [Find cards, — *manger* or *ox*, etc.]

12th DAY ("March," page 25)

For **Project, Word Study,** and **Group Work,** see pages 335, 332, 333.

Incidental reading: Opening. Introduce month of March:

This is March. (OR)
The wind will blow in March.
Blow, blow, Mr. March Wind.

New reading. Page 25, "March."

(*a*) *Setting the scene.* Talk about March as a month. How do you know when March has come? . . . Make up sentences on the board about kites flying, wind blowing, pussy willows growing, cat purring, etc. . . . Have real pussy willows or pictures of them. Children tell why they make people think of kittens.

(*b*) *Reading aloud, while children listen.* Draw a big pussy-willow branch on the board with a little kitty's head sticking out (see book) to help the children visualize. Hold a doll (dolly) up to a bunch of pussy willows drawn on board or real, so that she can hear the "pussies purr." Then have children close their eyes and listen while you read the poem aloud, putting into it all the life you can.

(*c*) *Children follow in books as you read* a line and they, the chorus (2d and 4th lines). Then two children read alternately, while a third pantomimes by holding up her doll to see the blackboard pussies or real pussy willows on desk.

(*d*) *Drill.* Which lines make one think of March? . . . [stanza 2] . . . What does the pussy willow do when the March winds come? . . . [Opens up her buds, stanza 3]. . . . Why might a dolly think the pussy willows were real kittens? [They look furry.]

Play the Find-line Game.

Review. Re-read the poem; coaxing the pussy willow to open up its buds and show the kitty inside. Let four children play this:

One child drapes a coat around her with only a tiny bit of the face sticking out to be a "closed up pussy willow" while the first child reads the first stanza. When the second child reads the next stanza, she listens to the tale of kites flying and March wind blowing and begins to think she too should open up, so she shows a little more of her head. When the third child reads she drops her coat and purrs or me-ows like a kitten.

This sounds exaggerated, but the children love to have "pretends" like this. These also offer strong inducement to read aloud well. Make the proviso that the child reading must read so well that Pussy willow *wants* to open up.

Seat work. Review *either* and *or*. Take the first direction as a direction to be taught, not tested. Have the children talk about how many five would be, and how many six. Have each child choose which he wants. Tell them that they must do what their number says. Show how to draw a stem first and put Pussy willows on it.

Draw either five or six pussy willows. (SR)

If you made five pussy willows,
color them brown and yellow.

If you made six pussy willows,
color them brown and gray.

Incidental reading: Dismissal. Play the game of *either*.

Boys, either hop or skip.
Girls, either walk or run.

13th DAY (page 25, continued)

For **Projects, Word Study,** and **Group Work,** see pp. 335, 332, 333.

Incidental reading: Opening.

Yesterday was Tuesday. (OR)
To-day is Wednesday.

New reading. (Page 25 continued.) Learn the poem by teacher and children saying the lines alternately. Copy on board the first and third lines of stanzas as a guide.

Memory work can be robbed of its difficulties if it is made to seem easy. Saying it with the teacher and with other children in various ways often helps children to catch the rhythm and the succession of ideas. The fundamental thing in all memory work is to emotionalize the pictures, make the children see them with feeling attached. A trick here is to play up the doll and the kitty cat (pussy willow).

Let children play "showing dolly," for it helps to put the coaxing quality into their voices.

Note for the Teacher. Nora Archibald Smith is a kindergarten teacher with an enviable record for understanding children, the author of a number of books of interest to teachers, notably "The Christmas Child." She is a sister of Kate Douglas Wiggin.

Review. (*a*) Recite "Ride away" (page 432) for the children. Always recite a Mother Goose with much swing to it. Have them play the rhyme, two children impersonating the animals and a little boy driving them. Use home-made reins, if you can borrow them from the children. Copy the rhyme on the board so that the children can read it, as you say the rhyme for them.

(*b*) Call for volunteers to play the doll and the pussy cat in the pussy willow by reciting the stanzas. Four children can play each time, three reciting, and the other pantomiming. Make it popular to get rhymes quickly. Set the fashion that way.

Seat work. Some "follow up" work in using *if,* and making children think. Patterns: cat and mouse.

Some of you are kitty cats. (SR)
Some of you are white mice.

If you are a kitty cat,
draw a kitty cat.

If you are a white mouse,
draw a white mouse.

Then both of you draw 3 Pussy willows, too.

Color the pussy willows brown and gray.

Incidental reading: Dismissal. Review by making up a Kitty poem. Emphasize the rhymes:

My kitty cat has fur. (OR)
My kitty cat can purr.
That is what my Kit can do.
Do you have a kitty, too?

14th DAY (pages 26–27)

For **Project, Word Study,** and **Group Work,** see pages 335, 332, 333.

Incidental reading: Opening. Review of days continued.

To-day is Thursday. (SR)
Yesterday was Wednesday.

New reading. Pages 26–27, to the 13th sentence. *Objective:* to develop quickness and accuracy in silent reading. This exercise should be taken for five-minute drills frequently.

(*a*) *Introduction.* Have the children read the introduction and tell what it says. What does the teacher do? . . . What two things must a pupil do?

(*b*) *Silent reading lesson for content.* Before the game is played, the first reading lesson should be a simple continuous silent reading lesson to make sure that the children grasp *each* sentence thought.

(*c*) *Directions interpreted silently.* Take the numbered directions in order, each read silently by class and acted by some child, while the others judge whether he did it right or not. Do this from 1 to 12.

(*d*) *Drill.* Silent reading game. Call a number; the children find it, read what it says, raise hands, and the one designated acts it out, criticized by the others. If you prefer to test the children before doing this, call the number and have a child look quickly and tell what the sentence says.

Some of the directions are harder than others and infer discrimination between right and left hands, etc.

Note. It is an excellent plan to make a silent reading card game of pp. 26–27 by copying each direction on a separate card. When cards are distributed each child reads and acts his. The other children guess.

Review. Review pp. 26–27. Silent reading drill.

(*a*) *Get the children to interpret the thought elements by an action.* Have them open their books on desks, shut their eyes, and when you say a number, as "seven," search for the number you announce, read silently what it says and be ready to act it for the class. If a child makes a mistake let the others try to act it until it is right; then have a child tell why it is now right; and why it was wrong before.

(*b*) *Pantomime* sentences 13 to 20.

Seat work. Patterns: goat and elephant.

Draw a goat.	Color either the goat or the elephant.	(SR)
Draw an elephant.	If you want to color the goat color him brown.	
The elephant is bigger than the goat.	If you want to color the elephant color him gray.	

Incidental reading: Dismissal. Review days of week.

To-morrow will be Friday. (OR)
Yesterday was Wednesday.
To-day is —— (Children tell.)

15th DAY (Review; Story Party)

For **Project, Word Study,** and **Group Work,** see pages 335, 332, 333.

Incidental reading: Opening. To-day is Friday.

New reading. Pp. 26–27 continued. *Silent reading drills:*

(*a*) Teacher reads a sentence aloud; children read silently until they find

it, raise hands, and tell number, when called on. Do this until all the sentences have been taken.

Make up a sentence for what the boy is doing in the picture.

(*b*) Teacher calls number and children tell first or last word of sentence that belongs to number.

(*c*) Teacher calls number; children act it.

(*d*) Assign parts for Story Party in review period.

Review. Story Party. Divide the parts among Kitty Cats and White Mice. Choose from the following:

1. Read Grandfather Pig stories, pp. 1–20, in relay, a child to a page.
2. Recite "March," p. 25 (3 pupils).
3. Recite "The Secret," pp. 21–22 (4 pupils).
4. Play Grandfather Pig stories (10 children).
5. Read Æsop's fable, p. 23 (1 pupil).
6. Play "The Dog in the Manger," p. 24 (2 pupils).
7. Recite Mother Goose rhymes (Other pupils).

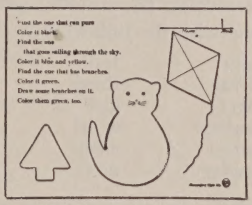
Seat work. Diagnostic test No. 22. Patterns: cat, kite, and tree.

Find the one that can purr. (SR)
Color it black.

Find the one
that goes sailing through the sky.
Color it blue and yellow.

Find the one that has branches.
Color it green.

Draw some branches on it.
Color them green, too.



Incidental reading: Dismissal. Repeat Mother Goose rhyme about days. Then write:

After to-day come Saturday and Sunday. (OR)

WORD STUDY

11th day. (*a*) Teach *ass, ess, iss, oss, uss* as a jingle:

Ass, ess, iss, oss, uss
Who is making a fuss!

Then quickly present a word for each in table form:

ass	*ess*	*iss*	*oss*	*uss*
brass	dress	hiss	glossy	fuss
glass	mess	kiss	loss	muss
grass		miss	moss	
lass			toss	
mass				
pass				

(*b*) Teach *warm* as a sight word. Get it from talking about why the dog wanted to be in the barn. Why did he not lie out in the soft mud with the pigs? When the children say *warm* put it on the board.

(*c*) Review Dog in Manger, writing steps on board as children give them: Note how present tense can be reviewed:

The dog jumps into the manger.
He lies down on the hay.
The ox comes into the barn.
He wants to eat his hay.
He pushes the dog.
He wakes the dog.
He tells the dog to get out.
The dog says that he will not. [Use *will not* rather than *won't.*]
He turns round in the hay.
He goes to sleep again.
So the poor ox does not get any hay.

12th day. (*a*) Review Y (sky), "Lazy *e*" (Kites), "Bossy Letter" (hear, sailing), OW (show, blow, willow), ILL (willow), AR (star), "Nut Jingle" (kits), final *ing* (sailing, tossing).

(*b*) Teach ER, IR, and UR with initial and final consonants. Play a Railway game with the following:

hers	bird	curb	burn	fur	hurt
silver	third	curds	churn	purr	
Bert	girl	burg	turn		
teacher	whirl	curl			
better	chirp	hurl			
reader	dirt				

13th day. (*a*) Review *warm* and introduce *cold* in silent reading of questions. Children get *cold* from *old.* Write on board. Answer from silently reading. Then have them read aloud.

Do you like milk warm or cold?
Do you like your little bed warm or cold?
Did the dog like a warm place or a cold place to sleep in?
Does Santa Claus like a warm or a cold place?

(*b*) Review AR, ER, and IR words.

14th day. (*c*) Review final *ing* (doing), "Bossy Letter" (teacher, read), and *ook* (book).

(*b*) Teach which is the right hand and review the word *right.*

(*a*) Teach *al, el, il, ol, ul* and blend: help, self, silk, sulk, film. Apply *self* in pronoun forms in actions to different persons:

I did it myself.
Tom did it himself.
You did it yourself.
Mary did it herself.

15th day. Review day.

GROUP WORK

Note. Good and medium groups go to games or supplementary reading, when released.

11th day. *Whole class.* Test prospective Kitty Cats in sight words of previous week. *Medium and poor.* Play rhyming game with *ar* (star, far, bar, tar, car, etc.) *Poor group.* Talk about diagnostic test papers.

12th day. *Whole class.* Rhyming game with *ow* (show, know, bow, grow, sow, low, flow, snow, blow). *Medium and poor.* Flash word drills. *Poor group.* Finding announced pages and reading first or last line.

13th day. *Whole class.* Flash drill with phonetic cards. *Medium and poor.* Rhyming game with the sound of *ow.* (See p. 323.) *Poor group.* Individual help.

14th day. *Whole class.* Flash phrase drill. *Medium and poor.* Number drills from 1 to 50. *Poor group.* Individual help.

15th day. *Whole class.* A match, word cards. *Medium and poor.* Number drills. *Poor group.* Puzzle games under your supervision.

NOTES

B. OPTIONAL AND SUPPLEMENTARY

I. PROJECTS, OCCUPATIONS, AND FREE-TIME ACTIVITIES

FIRST WEEK

1st day. Make a stand-up cut-out of a pet. Talk about kinds of pets: city pets, as dog, cat, bird, gold-fish, parrot; country pets, as pony, cat, dog, pig, chickens, prairie chickens, pigeons, goat, horse, squirrel, bears, foxes, sheep, cow, lamb, duck, turkey, alligators, etc. Have the children pick out a group of pets that suits your locality. Put their names on a corner of the blackboard.

2d day. Plan Paper Pets to illustrate the Grandfather Pig story. Study the pictures and make stand-ups by using patterns. Make Grandfather Pig and Little Red Hen to-day. Let children suggest the order in which to make them.

3d day. Little Pink Piggies and Mrs. Pig stand-ups.

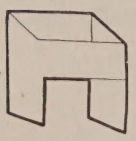
4th day. Mr. Barnswallow and Mrs. Turkey stand-ups. Let volunteers make Grandfather Pig's and Mrs. Pig's houses.

5th day. Puppy Dog and Little Boy stand-ups.

SECOND WEEK

6th day. Plan a Class Pet Booklet. Each child selects his favorite pet for booklet. Draw and color its picture. Watch for pictures to use in booklet.

7th day. Talk about how to care for a pet: first need, a home. How should it be made, and how kept. Plan and make a home for the pet. Draw one for booklet.



8th day. What to feed a pet. [*Food.*] In what? [*dish, bowl,* or *manger.* Copy words on board.] Draw dish, bowl, or manger for booklet.

9th day. How to care for a pet. Washing to keep clean, brushing, keeping it warm, etc. What to do if it gets sick. Draw cake of soap and a brush for booklet. Write "Ding, dong, Bell" on board and talk about meanness of Tommy Green's act.

10th day. What fun to have with a pet. Draw picture to illustrate it.

Note. Prepare the sheets in such a way as to make a booklet, pin them together. Let each child take the booklet home at some time. It may also be put on exhibition.

THIRD WEEK

11th day. Try to get a live pet for the classroom; as gold-fish; or borrow one for the week. If this is impossible, make a Pet Frieze during week.

12th day. Provide shelter and house for it.

13th day. Plan to feed it and take care of it generally.

14th day. Plan how to play with it, things to do, etc.

15th day. Draw and color Kitty Cat or White Mouse to wear as a badge at the Story Party. Make one for some one else invited to be present.

II. CORRELATION WITH OTHER SUBJECTS

The following suggestions apply to the selections given for the first group, 1–3 weeks. The teacher should select to suit her needs.

Picture study. *Perry Pictures.* Barnswallow (9022, 2 cts.); rabbits (1321); Dog in the Manger (1095C); Kittens (3509, 820D, or 573B).

Conversation. Ways to find lost articles; how Mrs. Pig kept house; pets and their care; rabbits as pets; different ways people are "dog in the manger"; signs of spring; spring flowers.

Story-telling. Grandfather Pig story and Dog in Manger fable re-told.

Dramatization. Grandfather Pig story informally dramatized; Dog in Manger in dramatic form.

Pantomime. Stage directions of Dog in Manger, p. 326; acting Pussy Willow, p. 327; following directions, p. 330.

Language. A Pet Booklet; copying a title or a line of a poem, p. 21 or p. 25.

Nature study. Where lost things could hide outdoors; — in grass, among weeds, in gutters, etc. Bees and beehive (p. 3). The barnswallow — its flight and appearance. Uses of the ox — hauling, etc.; its need for food. Signs of spring in March. Pussy willows — their appearance, locality, time of appearance.

Incidental numbers. Number drills from 1–50, in regular order, to prepare children to read page numbers.

Collections. Bring clear glass spectacles to school for Grandfather Pig to wear in playing the story. Use as stage property. Pussy willows; other spring flowers; pictures of pets.

Games. (*a*) *Step and trot*, p. 314.
(*b*) *Find paragraph*, p. 312.
(*c*) Silent reading card game, p. 330.

III. SUPPLEMENTARY SONG GAMES, POEMS AND STORIES (Weeks 1–3)

Songs games.

(*a*) "My Rabbit." Bentley's *Play Songs*, p. 41.

(*b*) "Mr. Rooster and Mrs. Hen." Gaynor's *Songs of the Child's World*, p. 90.

(*c*) "Bye, Baby Bunting." Crowninshield's *Mother Goose Songs for Little Ones; Songs with Music*, 93.

Rhymes and poems.

(*a*) Evening gray. *Mother Goose.* See p. 432.

(*b*) Bye, baby, Bunting. *Mother Goose.* P. 432.

(*c*) Ding, dong, Bell. *Mother Goose.* P. 432.

(*d*) How many days has my baby? *Mother Goose.* P. 432.

(*e*) Ride away, ride away. *Mother Goose.* P. 432.

(*f*) The North Wind doth blow. *Mother Goose.* P. 432.

(*g*) "Fly away." Rossetti. P. 439.

(*h*) "Little Bird." *Riverside Primer*, p. 46.

(*i*) "Happy thought." Stevenson. P. 437.

(*j*) "Goops." Gelett Burgess. P. 442.
(*k*) "Foreign Lands." Stevenson. P. 437.
(*l*) Rhymes of the Meadow. *Riverside Primer*, p. 50.

Stories.

(*a*) Little Half Chick. (Weathercock.) (Bryant's *Stories to Tell*, p. 33.)
(*b*) "Piggy Wee." Isa L. Wright's *With the Little Folks*, p. 73.
(*c*) "The Pig Brother." Richards, *Golden Windows*, p. 35; Bryant's *How to Tell Stories*, p. 141.
(*d*) "Snowflakes." Poulsson's *In the Child's World*, p. 220.
(*e*) "What they Say." *Riverside Primer*, pp. 52–53.
(*f*) "Dog in the Manger." *Riverside Second Reader*, p. 31.
(*g*) "The North Wind at Play." Poulsson's *In the Child's World*, p. 71.
(*h*) "Topsy Stories." Hoxie's *Kindergarten Story Book*, p. 97.

Contents. Constant reference to contents. Arranging program for Story Party from it.

IV. A WEEK OF SUPPLEMENTARY READING

Purpose. The aim of this week is three-fold:

(*1*) To give the teacher an opportunity to use her own initiative in applying methods to other material.

(*2*) To give the children intensive practice in extensive reading.

(*3*) To give the teacher an opportunity to check up on the class, break up bad habits, etc., by coming back to the basal lessons at the end of each week of supplementary reading.

The teacher should:

1. Make up brief sentences for incidental reading at the beginning and end of a day, and seat work, relating it to the material being read.

2. Review Primer phonetics in the Word Study periods.

3. Work out a project with the children along the lines of material read, letting children offer most of the suggestions.

4. Use whatever material she has at hand, if the stories mentioned are not available.

FOLK-TALES AND POEMS FOR CHILDREN TO READ

1. Animals build a house.

New words: build, helped, teeth, bill, cracks, mud, wisp, flax, straw, bricks.

Characters: cow, sheep, pig, goose, rabbit, Mrs. Duck, Mr. Rooster.

Sources: [1]

Beacon Primer, p. 63.
Story Hour, First Year, 2d half, p. 7.
Progressive Road, Story Steps, p. 12.
New American Readers, Bk. 1, p. 65.
Free and Treadwell First Reader, p. 118.
Elson Primer, p. 41.
Haliburton First Reader, p. 59.
Easy Road to Reading, First Reader, p. 56.
New Barnes First Reader, p. 53.

2. The Cat and the Mouse.

New words: tail, baker, flour, miller, butcher, give, more, farmer, leaped, thug, malt, gave, fetch.

Characters: cat, mouse, cow, farmer, baker, miller, butcher.

Sources:

Progressive Road, Story Steps, p. 55.
Beacon Primer, p. 53.
Winston Primer, p. 82.
Edson-Laing Introductory Book, p. 47.
Everyday Classics, Primer, p. 44.
Merrill First Reader, p. 65.
McClosky Primer, p. 47.

[1] Blanks are left for teacher to fill in other books where the stories are found.

3. The Little Animal finding its senses (Pig, Lamb, or Kitten).

New words: woolly, lamb, skipped, meadow, smell, drank, Oof, funny, heard, pail, ground, sniff, paws, dinner, hear, many.

Characters: lamb, pig, or kitty; mother cow, Jack.

Sources:

Beacon Primer, p. 75 (Kitty Cat)
Progressive Road, Story Steps, p. 31 (pig).
Edson-Laing Introductory Book, p. 34 (lamb).
Elson Primer, p. 45.
Child's World, Primer, p. 92.
Studies in Reading, Primer, p. 43.
Heart of Oak, Book I, p. 56.
Young & Field First Reader, p. 131.
Studies in Reading, Primer, p. 74.
Child's World, First Reader, p. 32.
Studies in Reading, First Reader, p. 6.
Story Hour, First Year, 2d half, p. 31.
Parmly First Reader, p. 80.
Children's Method Reader, First Year, 2d half, p. 69.
Holton Curry First Reader, p. 118.

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4. Three Little Kittens.

New words: mittens, much, fear, naughty, pie, meow, silly, greatly, soiled, sigh, washed, hung, dry, smell, rat, close, Hush.

Characters: Mother Cat, and three Kittens.

Sources:

Free & Treadwell First Reader, p. 90.
Merrill Primer, p. 108.
Progressive Road to Reading, Story Steps, p. 48.

5. Solomon Grundy. *Mother Goose.* Copy on board. P. 432.

6. A. B. C. *Mother Goose.* Copy on board. P. 433.

7. Ride a cock horse. *Mother Goose.* Copy on board. P. 433.

8. Where do you come from, Mr. Jay? Copy on board. P. 442.

9. Rhymes of sun and rain. *Riverside Primer*, p. 51.

STORIES TO TELL TO THE CHILDREN

(*a*) "Raggylug." Ernest Thompson Seton's *Wild Animals I Have Known;* Bryant's *How to Tell Stories*, p. 130.

(*b*) "Molly's Lamb." Poulsson's *In the Child's World*, p. 416.

(*c*) "The Open Gate." Lindsay's *Mother Stories*, p. 67.

NOTES

GROUP II: "FARM STORIES"

(First Reader, pages 28–49)

Note. *Content:* A cumulative tale about farm activities: plowing, sowing, weeding, mowing, threshing, — pp. 28–40; humorous poem, p. 41; description of a farmer's day in a poem, pp. 42–43; fable with *say* and *do*, pp. 44–45; silent reading of doing two things (speed and accuracy), a step harder than the previous exercise on page 26; a test, pp. 48–49. Review motivated in a Story Party.

Pictures: (*a*) Used to teach words and phrases by objectifying them; (*b*) used to motivate silent reading, pp. 28–40, by use of question "What is she (or he) saying (doing)?"

Plan of work. An outline of the reading in Group II, by weeks, is given in detail as follows:

A. BASAL READING LESSONS AND WORD STUDY. (See p. 341.)

4th week. First Reader, pp. 28–37.
5th week. First Reader, pp. 38–43.
Supplementary reading.
6th week. First Reader, pp. 44–49.
Supplementary reading:
The Old Woman and the Pig.
The Three Little Pigs.

B. OPTIONAL AND SUPPLEMENTARY. (See p. 363.)

I. Projects, occupations, and free-time activities. See p. 363.
II. Correlation with other subjects. See p. 363.
III. Supplementary song games, poems, and stories. See p. 364.
IV. An extra week of supplementary reading. See p. 365.

NOTES

A. BASAL READING LESSONS AND WORD STUDY

FOURTH WEEK

(First Reader, pages 28–37, "Friend Fox and Gray Goose")

Specific objectives.

1. To use picture study to motivate the first silent reading of a unit.
2. To read silently to find answers to questions.
3. To re-read whole sections to answer questions that bring out the organization.
4. To read aloud to practice for Story Party or in drill exercises.
5. To learn phonograms *ow*, *ou*, *or*, *aw*, and *thr*.

Materials.

1. Patterns: fox, goose, basket, bear, hound.
2. Phonic cards: *ow*, *ou*, *aw*.

Front	*Back*	*Front*	*Back*	*Front*	*Back*	*Front*	*Back*	*Front*	*Back*
cow ow	ow	round ound ou	ou	saw aw	aw	for or	or	three thr	thr

3. Word cards: friend (answer), work (together), pull (story), straw (Hurrah — 21st day).
4. Puzzle Games.

No. 48. Ride a cock horse.
No. 49. Phonetic elements for blending.

5. Diagnostic test No. 23; *Hound, wise, Friend, Fox, help.*

New words.

16th day		*17th day*	*18th day*	*19th day*	*20th day*	
Fox	wheat	sow	ripe	story	Hound	Hide
Friend (*s*)	answered (*s*)	yourself	cut	about	wise	shining
met	work (*s*)	weeds	herself	keep	himself	straw (*s*)
help	together (*s*)	growing	thresh		trick	only (*s*)
raise	plow	fast				
		pull (*s*)				

Phrases. *For drill:* Friend Fox; If you will help me; raise some wheat; to plow the land; not my work; growing too fast; pull out the weeds; One fine evening; By and by; Friend Bear; does not keep his word; Gray Hound; a wise old dog.

For supplying words at blanks: —— the wheat; all by ——self; our wheat is ——; all about ——; —— would not help; He did not ——; what shall —— do?

OPTIONAL AND SUPPLEMENTARY

I. Project, occupations, and free-time activities. See p. 363.
II. Correlation with other subjects. See p. 363.
III. Supplementary song games, poems, and stories. See p. 364.

BASAL READING LESSONS

Note. For **Project, Word Study,** and **Group Work,** this week, see pp. 363, 345, 346.

16th DAY (First Reader, pages 28–29)

Incidental reading: Opening. To lead up to story:

Do you know what a goose looks like? (SR)
Not Mother Goose, but a real goose.

New reading. Pages 28–29. (*a*) *Picture study.* Find *who,* with captions; where [woods and the field]; the name of the story. Is the Fox usually a friend of the Goose? . . . Who spoke first? Read to find out.

(*b*) *Silent reading to find answer* to a question given beforehand:

Page 28: How was Gray Goose like Little Red Hen? [wanted to raise wheat.] . . . What proposal did she make?

Page 29; first section: What did Friend Fox think of this proposal? . . . What did they plan to do? . . .

Page 29; second section: What would be the first thing they had to do? . . . Did Friend Fox keep his word? . . . How do you know? . . . Who heard what Friend Fox promised? [See picture.]

(*c*) *Organization questions for rapid re-reading silently* and telling: How many times did Gray Goose meet Friend Fox? [Twice, the first, introduced by "Once upon a time"; the second, by "Soon."] . . . What happened at the first meeting? . . . At the second meeting? . . .

(*d*) *Drill.* (1) Find what each did and said. (2) Teacher announces a word and children read rapidly silently to find it. They read aloud the full line, finding *all* the places where used. Call for *Friend Fox,* (8 times used), *help* (2), *raise* (1), *wheat* (1), *answered* (2), *work* (2), *together* (1), *plow* (2).

Note. This detailed procedure can be applied throughout this story.

Review. Re-read with the purpose of playing the story: (OR or SR)

1. The meeting of the fox and the goose.
2. The goose's proposal and the fox's reply.
3. The arrangement made.

(Time passes by.)

1. A second meeting.
2. Gray Goose reminds Friend Fox of his promise.
3. Friend Fox makes an excuse.
4. Gray Goose does all the work. (Pantomime.)

Seat work. Patterns: fox and goose. Draw fox on board and show how to make tail and foot with two lines.

(SR) Friend Fox and Gray Goose
have just met on the road.
Friend Fox looks at Gray Goose.
Gray Goose looks at Friend Fox.
Draw Friend Fox and Gray Goose this way.
What color should the goose be?
Make her that color.
Draw the tail of the fox.
Make the fox red with white on his tail.

Incidental reading: Dismissal. Write:

Who has been on a farm? (SR)
Who saw a real goose?
Who saw a real fox?

17th DAY (Pages 30–31)

Incidental reading: Opening. To review story:

Who plowed the land? (SR)

New reading. Pages 30–31. (*a*) *Introductory thought question:* What must you do to raise wheat? . . .

(*b*) *Picture study*, pp. 28–31. What are the goose and the fox doing?. . .

(*c*) *Silent reading to find out.* Review pp. 28–29: What conversation took place at the first meeting? . . . At the second? . . .

Pages 30–31: What *was* the fox's work? . . . Do the next two pages tell?

(*d*) *Organization.* How many different things has Gray Goose done? . . . Find and read the parts that tell? . . . Thought questions: Does the farmer to-day sow wheat as Gray Goose did? . . . Why did the weeds have to be pulled? . . .

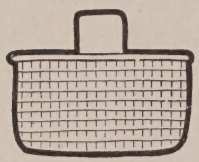
(*e*) *Drill.* Find phrases, reading whole line: Gray Goose (4 times), it is time (1), I think it is (1), not my work (2), sowed the wheat (2), one fine evening (1), in the lane (1), growing too fast (1), pulled out the weeds (2).

Review. Re-read pp. 28–29 and 30–31 with idea of playing four scenes of the story. Find *who, when, where,* and *what was said.* The four sections begin with *when* words or phrases: Once upon a time, Soon, Again, One fine evening.

Scene 1.	1st meeting,	pp. 28–29	(proposal and promise).
Scene 2.	2d meeting,	p. 29	(first excuse).
Scene 3.	3d meeting,	p. 30	(second excuse).
Scene 4.	4th meeting, in lane,	p. 31	(third excuse).

Use a school bag to hold the wheat; the scrap basket for weeds; and devise something for a plow.

Seat work. Patterns: fox, goose, and basket.



Draw a fox. (SR)
Draw Gray Goose.
Put a cap on her head.
Draw some weeds.
Color the fox red and white.
Color the goose gray and orange.
Color the weeds green.
What did the goose put the weeds in?
Draw it and color it green and blue.

Incidental reading: Dismissal. To review story.

Gray Goose plowed all by herself. (OR)
Gray Goose sowed wheat all by herself.
Gray Goose weeded all by herself.

18th DAY (Pages 32–33)

Incidental reading: Opening. To review story:

Did Gray Goose pull the wheat out? (SR)

New reading. Pages 32–33. (*a*) *Review:* Story to date.

(*b*) *Picture study.* What are the next things to do in raising wheat? How did Gray Goose do them?

(*c*) *Silent reading.* How would the wheat look now? [yellow, ripe] . . . Did the Fox see it? . . . Did Gray Goose know that he saw it? How many more things did Gray Goose do to the wheat?

(*d*) *Organization.* How many different things has Gray Goose done? Find the parts that tell.

(*e*) *Drill.* Find words and give whole line: ripe (2 times), cut (5), our (5), yourself (2), herself (2).

Review. Pages 28–33. (*a*) *Re-read:* Oral reading by teacher, silent reading and telling by pupil. (See p. 309). (*b*) *Find* say and do parts. (*c*) *Play* the story, pp. 28–33, for later acting at Story Party.

Seat work. Patterns: fox and goose. Show where the tail would be when the fox is reversed.

Draw Gray Goose. (SR)
Draw Friend Fox.
Make him turn away from Gray Goose.
That will show that he would not help.
Draw the wheat.
Color it as it was when it was ripe. [yellow]
Color the goose as a goose would be.
Color the fox red and white.

Incidental reading: Dismissal. Thought question:

Is the fox a real friend? (OR)

Have children read sentence aloud first to be sure that all children are talking about the real question.

19th DAY (Pages 34–35)

Incidental reading: Opening. To discriminate:

Who is Mother Goose? (SR)
Who is Gray Goose?

New reading. Page 34. (*a*) *Review.* Story to date. Thought questions: Would Friend Fox be a good farm helper? . . . But would he know what ought to be done? [has watched Goose secretly.]

(*b*) *Picture study,* p. 34. Find the line that tells about picture.

(*c*) *Silent reading to find out.* What is Gray Goose saying to herself? . . .

(*d*) *Rapid reading for organization.* Find the parts that tell how many different things the goose did to the wheat? Give page for each: plowed (29), sowed (30), weeded (31), cut (32), threshed (33), put in barn (34). Thought question: Why was each necessary?

(*e*) *Drill.* "Yes or No" game. Child chooses a line. Other children read lines aloud until they read right line. After each reading, "Yes" or "No" is said by child who chose line. Then the child who guessed right, selects a line.

Review. Pages 34–35. (*a*) What was Gray Goose's reason for saying the wheat was hers? (Page 34.) Read to find line.

(*b*) Optional pantomime: plowing, sowing, weeding, cutting, threshing, carrying to barn. (Page 34.)

(*c*) Read page 35 silently to see how to act the meeting between Goose and Bear.

(*d*) Read orally to practice speeches for Story Party.

Seat work. Patterns: goose, fox, basket, manger.

Draw a manger.
Draw a goose.
Draw a fox.
Put a basket by the goose.
Color the goose orange and gray. (SR)
Color the fox red and white.
Color the basket green and orange.
Color the manger brown.

Incidental reading: Dismissal. To draw out experiences:

Where can you see the wheat growing? (SR)

20th DAY (Pages 36–37)

Incidental reading: Opening. Copy on board and apply to Friend Fox:

A man of words but not of deeds
Is like a garden full of weeds. — *Mother Goose.*

New reading. Pages 36–37. (*a*) *Picture study.* Who is the new animal? . . . Why is he in the story?

(*b*) *Silent reading to find out.* Children read sections silently, one by one, as fast as possible, to find answers:

P. 36. Why is the dog in the story? . . .
What did Gray Hound think about Friend Fox? . . .
What did Gray Goose say about him? . . .

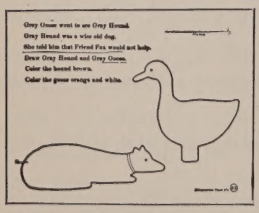
P. 37. What did Gray Hound say after he heard her story?
Did Gray Goose know what to do?
What was Gray Hound's plan?
Did Gray Goose follow it?

(*c*) *Thought questions.* What do you think will happen? . . . Why let only one eye show?

(*d*) *Drill.* "Yes and No" Game. (See p. 343.) (OR)

Review. Play the interview between Gray Goose and Gray Hound.

Seat work. Diagnostic test No. 23. Or patterns: hound and goose. Show how to put collar and eye on dog.


Gray Goose went to see Gray Hound.
Gray Hound was a wise old dog.
She told him that Friend Fox would not help.
Draw Gray Hound and Gray Goose.
Color the hound brown.
Color the goose orange and white.

Gray Goose went to see Gray Hound. (SR)
Gray Hound was a wise old dog.
She told him that Friend Fox would not help.

Draw Gray Hound and Gray Goose.
Color the hound brown.
Color the goose orange and white.

Note. Above the two figures is space for another goose and hound to be drawn. These are not to be colored according to the directions because they are "Gray." The other animals are the ones to be colored. See which children think that out.

Incidental reading: Dismissal. To compare:

Which do you like best, (SR)
Gray Goose, Friend Fox,
or Gray Hound?

WORD STUDY

16th day. (*a*) Review names of farm animals (cards), particularly *goose, rooster, hen,* etc. Talk about who is their *friend* (write word on board) and their foe, or enemy. [Farmer is friend; fox is foe] . . . How do you know when a person is a friend? . . . [He will *help* him, *work* for him, do things *together.*] Build the following on the board in conversation:

What color is a goose?
Is the *fox* a *friend* of the goose?
A *fox* will eat a goose.
What does a *friend* do?
A *friend helps* you.
A *friend works* for you.
A *friend* does things with you.
You and he work *together.*

(*b*) Teach *ow.* Key word, *cow.* Blend: bow, how, mow, now, sow, plow.

(*c*) Lead children to get *Fox, met, raise,* and *wheat* phonetically. Suggest *answered* by saying that it is a long word for *said.* It 's what you did when some one asked you a question.

17th day. (*a*) Talk about raising wheat. Write story as children tell:

Gray Goose will *raise* some *wheat.*
She asked *Friend Fox* to *help* her.
But he would not *help* her.
She had to plow the land.
She will *sow* the wheat.
She will *pull* out the *weeds.*
The weeds *grow fast.*

(*b*) Play a railway game with the new words. (See p. 202.)

(*c*) Introduce *yourself,* also in context.

Friend Fox said,
"You will have to *plow* the land *yourself*
I will not *help.*"

18th day. (*a*) Teach OU as a sound. Keyword, *round.* Play a railway game, and detach *OU* sound:

about	around	count	found	hound	our
house	mountain	mouse	mouth	out	

(*b*) Review "Little Lazy E" in *wise* and *ripe;* short-vowel combinations in *Fox, met,* and *cut;* "Bossy Letter" in *wheat* and *raise.*

(*c*) Teach *thresh* (from picture and talk). Teach *thr.* Key word, *three.*

19th day. Teach *or*. Key word, *for*. Blend *story*.

20th day. (*a*) Teach *aw*. Key word, *saw*. Blend: paw, raw, claw, draw, thaw, straw.

(*b*) Get *only* from writing on board: "I have only one head," "I have only two hands."

GROUP WORK

Note. Good and medium groups go to project, games, or supplementary reading.

16th day. *Whole class.* Flash card drill of sight words of previous week, given to those who had diagnostic test No. 22 right (prospective Kitty Cats). *Medium and poor.* Silent reading drill, pp. 26–27. Teacher gives number; child reads and acts. *Poor group.* Talk over diagnostic tests No. 22.

17th day. *Whole class.* Silent reading drill, pp. 26–27. Teacher (or child) reads sentence aloud, and children find number. *Medium and poor.* "Three-decker" background cards of farm animals. Complete the phrase card ["The cow is" —] by writing the word, or using cards; *lost, better, gone, Pink, fat, second, third, mine, real, hard, nice, soft, small, warm, high, glossy, growing, fast, wise.* *Poor group.* Individual help.

18th day. *Whole class.* Blackboard drill of phrases. Supplying different words in blanks. *Medium and poor.* Finding first or last line on page in First Reader and reading it aloud. *Poor group.* Silent reading drill, pp. 26–27.

19th day. *Whole class.* Game of "Matching first letters."

Select word cards in pairs beginning with the same letter. Divide into two sets. Stand one set along the blackboard ledge and hold the others up before the class, one by one. When you show a card, the child who first finds and says the name of the card that begins with the same letter, takes both cards to his seat.

Medium and poor. Silent reading drill, pp. 26–27. *Poor group.* Individual work.

20th day. *Whole class.* Rapid flash card drills. *Medium and poor.* "Matching First Letters." *Poor group.* Individual drill on new words of the week.

NOTES

FIFTH WEEK

(First Reader, pages 38-43; story and two poems)

Specific objectives.

1. To read silently with greater speed.
2. To continue reading to find answers to questions or to bring out organization.
3. To see the humor in poem, "The Peach"; and farm life in poem, "The Farmer."
4. To practice reading aloud in relay for Story Party.
5. To play a story.
6. To learn *squ.*

Materials.

1. Patterns: beet, pea-pod, ear of corn.
2. Phonic cards: *squ.*

Front	*Back*
squash squ	squ

3. Word cards: squash (hasty), body (early).
4. Puzzle Games.

No. 50. There was a Crooked Man No. 51. Poem, *The Peach*, F. R., p. 41.

New words.

21st day	*22d day*	*23d–24th days*			*25th day*
Hurrah (*s*)	peach	Farmer	plant	beets	(*Review*)
grape	fairest	rises	corn	many (any)	
	ever (every)	hasty (*s*)	peas	everybody (*s*)	
	ripened	meal	grass	night	
	till	feeds	loads	fed	
	squash (*s*)	squeal	cart	supper	
		mows	start	news	
			ground	early (*s*)	

Phrases. *For drill:* Just then; too fast; at last; a hasty meal; so many things.

For supplying words in blanks: yellow shining ——; help her to ——; feeds the ——; to plant the ——.

OPTIONAL AND SUPPLEMENTARY

I. Projects, occupations, and free-time activities. See p. 363.
II. Correlation with other subjects. See p. 363.
III. Supplementary song games, poems, and stories. See p. 364.

A. BASAL READING LESSONS

Note. For **Project, Word Study,** and **Group Work,** this week, see pp. 363 and 353.

21st DAY (Pages 38–39)

Incidental reading: Opening. Copy on board and keep there all day: "Work while you work," Mother Goose. Apply it to Friend Fox and Gray Goose. (See p. 433.)

New reading. Pp. 38–39, "Friend Fox and Gray Goose," concluded.

(*a*) *Rapid review.* Pp. 28–37. Story re-told. Begin with "Find p. 28." Then call for story re-told for each pair of facing pages, after children have looked through silently as fast as they can. Before turning to the next page always ask one question on it that demands reading aloud of several lines to answer it; as, "Find the part that tells the bargain Gray Goose and Friend Fox made, and read it aloud." (P. 29.)

(*b*) *Silent reading to find out.* Pp. 38–39. What did Friend Fox do in the barn? . . . How did he prove that he was not a friend? . . . How was he punished? . . . Show that his greediness brought on his punishment. [thought Hound's eye a grape and wanted to eat it.]

(*c*) *Drill.* Find the part that tells —— (where he went, what he saw, what he did, what he cried, what happened to him, what Gray Goose had).

Review. Pp. 36–39. Ask questions to bring out the organization of this story. Outline the steps on the board, as the children read aloud the sections.

I. How Gray Goose got help

P. 36. Where did Gray Goose go for help?
Why?
What did Gray Hound think of Friend Fox?
What story did Gray Goose tell?
What did Gray Hound say about Friend Fox?
P. 37. What did he tell her to do?

II. What Gray Goose did

P. 37. What did Gray Goose do?

III. How it turned out

P. 38. What did Friend Fox do when he first went into barn?
What did he do next?

P. 39. What did he think Gray Hound's eye was?
What did Gray Hound do to him?

Note. These questions may be put on the board for silent reading, or for oral reading of answers.

Seat work. Patterns: fox, gray hound, and goose.

Draw Gray Hound.	Put + under the Hound.	(SR)
Draw Gray Goose.	Put . under the Fox.	
Draw Friend Fox.	Put 0 under the Goose.	

Color them as you think they were.

Incidental reading: Dismissal. Write:

What did Gray Hound do to Friend Fox? [Ate him all up.]

22d DAY (pages 40–41)

Incidental reading: Opening. Copy the Mother Goose rhyme, "A little boy crept," on the board for children to read. Keep there all day to revert to it. Change *crept* to *slipped*, if you like, to avoid a new word. See p. 431.

New reading. Page 41, "The Peach."

(*a*) *Picture study.* Give names to things in picture. (tree, bird, bird-house, peach, squash, grass, branches.) Write the words on board. Where do peaches and squashes grow? [Latter in garden] What kind of tree is this? [peach — title] . . . When do peaches get ripe? [late summer or fall] . . . What is the bird doing in the bird-house? [sitting on eggs] . . . When do birds sit on eggs? [spring or summer] . . .

See whether any child thinks it queer that a ripe peach would be hanging there when birds sit on nests.

(*b*) *Read to find out* what happened to the peach? Or — Why is a squash under a peach tree, when it should be in a garden?

Note. There is a play on words here. Some children may be familiar with use of *squash* for "a crushed or broken thing." So the phrase "Poor squashed peach," would mean something to them! Even if this humor does not reach the class, there is humor that will — the turning of a peach into a vegetable because it ripened too fast.

(*c*) Talk about the way the little peach was punished for wanting to "grow up big" (or be a big girl) too soon. Make up a regular story describing life of peach from bud, to blossom, to tiny green fruit, etc.

There is much philosophy for us teachers in this little poem. The ripening of time and experience, the nurture of professional study — all these are needed to make a promising young aspirant fulfill expectations! How many windfalls, how many "squashes" in life!

(*d*) *Drill.* "Yes and No" Game. See p. 343.

Review. Page 40; also whole story.

(*a*) *Dialogue*, p. 40. Gray Hound and White Chicken. Children practice reading aloud. *Dialogue*, p. 35. Same procedure.

(*b*) *Playing the two stories,* pp. 28–35, 36–39. Two groups of children get ready for Story Party.

Pp. 28–35 (first story)	*Pp. 36–39* (second story)
Characters: Fox and Goose.	*Characters:* Goose, Hound, Fox.
Scenes. Six meetings.	*Scenes:* Gray Hound's home; barn.
Dialogues and Action. What was each?	*Dialogues and action.* What was each?

Find the phrases in the first story that show that the six meetings were at different times: *Once upon a time, Soon, Again, One fine evening, By and by, Again.*

Seat work. Patterns: fox, goose, hound.

Who are in this story?
One did all the work.
One played a trick on Gray Goose.
One told Gray Goose what to do.

Draw the goose, the fox, and the hound. (SR)
Color two of them gray.
Color the fox red and white.
Put X on the one who did all the work.

Incidental reading: Dismissal. Write and talk about:

Who has a peach tree at home? (SR)

23d DAY ("The Farmer," pages 42–43)

Incidental reading: Opening. The song "The Farmer in the Dell." See p. 364.

New reading. Pages 42–43. (*a*) *Introductory talk.* What do you do every day? . . . Who gets up earlier than you? . . . [When farmer is given, write word on board] . . . What does a farmer have to do each day? . . [Make occasion to put on board sentences with new words; as,]

He *rises* with the sun.
He *feeds* the cow.
He feeds the horse.
He feeds the chickens.
He feeds the pigs.

He makes *hay.* (OR)
He plows the *ground.*
He *grows peas* and potatoes.
He grows *corn* and *beets.*
He goes to bed *early.*

(*b*) *Picture study.* What time of day is it? [sun-up or sun-down] . . . Which is it here?

(*c*) *Oral reading by teacher.* Children listen with closed books to find out whether the farmer has much to do. They talk about different things he does and find them on board.

(*d*) *Questions.* What does he do in the morning? [1st stanza] . . . At night? [4th stanza] . . . Does he have time to enjoy his breakfast? [hasty meal] . . . Why not? . . .

What three things does he do to make hay? [2d stanza] . . .

Which stanza tells what he makes for animals to eat? [2d] . . . And which for people? [3d] . . . How many and what things could he take to market to sell? [4, — corn, peas, beets, potatoes — even chickens]

How often does he feed the animals? When does he have more time to eat? How do you know?

(*e*) *Drill.* "Yes and No" Game. See p. 343.

Review. Oral reading by teacher and silent reading by pupil, alternately. See p. 309 for procedure.

Seat work. Patterns: beet, pea-pod, ear of corn, potato (primer).

The farmer grows things for us to eat. (SR)
He grows red beets.
He grows green peas.
He grows yellow corn.
He grows brown potatoes.
Draw and color them.
Color the top of the beet green.

Incidental reading: Dismissal. Learn:

Early to bed, and early to rise,
Makes a man healthy, wealthy, and wise.—*Mother Goose.*

24th DAY (pages 42–43 continued)

Incidental reading: Opening. Write or talk about:

What work does the farmer do? (SR)

New reading. Pages 42–43 continued.

What different things does the farmer do for the animals? . . . What different things does he do for people? . . . What does he do for himself? . . . What do you think he enjoys most? . . . Which do you think is the hardest? When does he have most work to do?

What things does the farmer do that you do not do?

Who would like the farmer?

Why does the farmer go to bed early?

Review. (*a*) *Practice for Story Party.* Alternate oral reading by teacher and four pupils who take in turn, the last two lines of each stanza. The procedure is reversed, with four other pupils who take the first two lines and teacher the last two. Rest of class close eyes and listen to see which stanza they would like to make a picture of in seat work.

(*b*) Four children are chosen to read poem in relay at Story Party.

Seat work. Original drawing. Children open books and find which stanza they want to illustrate. They put the number at the top of the paper.

Do you know (SR)
what you want to draw?
Raise your hand and tell me.

Draw what you want.
Color it the way you want it.
Put an X at the right of your number.
Put a dot under the number.

Incidental reading: Dismissal. Talk about:

What time do you go to bed? (SR)
Do you go as early as eight?

25th DAY (Review; Story Party)

Incidental reading: Opening. Consult table of contents:

What shall we have (SR)
at our Story Party?

New reading. Plan party. Practice reading and playing the parts.

Review. Pages 21, 25, 28–43, in Story Party.

Invite the principal or a mother of one of the children to be present for this period. Select from the following:

A recitation	"The Secret," p. 21	1 pupil
A story, read in relay	Pp. 28–34, a pupil for a page	7 pupils
A dialogue	Gray Goose's Story, p. 35	2 pupils
A play	"Friend Fox and Gray Goose," pp. 28–34	2 pupils
A recitation	"March," p. 25	1 pupil
A story, read in relay	Pp. 36–39	4 pupils
A dialogue	Gray Hound's Story, p. 40	2 pupils
A play	"Friend Fox and Gray Hound," pp. 36–39	3 pupils
A recitation	"The Peach," p. 41	1 pupil
A reading, in relay	"The Farmer," pp. 42–43	4 pupils

Seat work. Patterns: beet, corn, pea-pod, and potato, egg, meat.

Put them this way. (SR)
At the top
put egg, potato, and meat.
Under them
put beet, corn, and pea-pod.

Color the egg yellow, the potato brown,
and the meat red.

Color the beet red and green,
the corn yellow,
and the pea-pod green.

Put a dot under the one
you like best to eat.

Incidental reading: Dismissal. "The Farmer in the Dell." See p. 364.

WORD STUDY

21st day. (*a*) Get *hurrah* from context, and *grape* from "Little Lazy *e*."

22d day. (*a*) Get *peach, fairest, ever,* and *till* phonetically. Develop *ripened* and *squash* in conversation.

(*b*) Play Railway Game with OU words:

bound	found	ground	mound
round	sound	hound	pound

(*c*) Make sentences with *bounded, pounded, sounded.*

23d day. (*a*) Teach *squ.* Key word, *squash.* Blend: squeal, square, squab, squaw, squint.

(*b*) Teach *hasty, many, everybody,* and *early,* as sight words. Develop them from talk of the farmer's day.

The farmer gets up *early.*
He eats a *hasty meal.*
He *mows* the *grass.*
He *plants many* things
for *everybody* to eat.

(*b*) Review *ar* words: *star, start, car, cart.*

24th day. Build up tables of phonetic and sight words of week on the board, number, and play a game.

1. ripened	6. early	11. rises	16. peas	21. feeds	26. mows
2. squash	7. everybody	12. peach	17. ground	22. beets	27. news
3. squeal	8. many	13. fairest	18. plant	23. cart	28. Hurrah
4. grass	9. grape	14. meal	19. night	24. start	29. ever
5. hasty	10. farmer	15. loads	20. fed	25. till	30. supper

The children divide into sides. The teacher gives numbers in order alternately for children to make "stories" for the words. Then she reverses and goes from 30 to 1.

25th day. Review.

GROUP WORK

Note. Good and medium groups go to project or reading, when dismissed.

21st day. *Whole class.* Flash card drill of sight words of previous week given to those who had diagnostic test right. *Medium and poor.* Vocabulary Game, naming orally words that apply to a farm. *Poor group.* Talk about diagnostic tests.

22d day. *Whole class.* Finding first or last word on a page, to develop quickness and care in turning leaves. *Medium and poor.* Silent reading drill, pp. 26–27. *Poor group.* Phonic drills.

23d day. *Whole class.* Vocabulary Game, naming animals — four-footed, two-footed (birds), or winged (insects), bringing out idea of different kinds of animals. *Medium and poor.* Flash phrase drill. *Poor group.* Silent reading drill, pp. 26–27.

24th day. *Whole class.* Filling blanks in blackboard sentences. See page 347. *Medium and poor.* Matching game — word cards. See p. 346. *Poor group.* Drill in finding titles in contents and giving number.

25th day. *Whole class.* Silent reading exercise, pp. 26–27. *Medium and poor.* Flash drill of words and phrases. *Poor group.* Review, as needed.

NOTES

SIXTH WEEK

(First Reader, pp. 44–49; fable; doing two things; test)

Specific objectives.

1. To ascertain, roughly, which children are poor in speed and comprehension.
2. To combine supplementary reading of two famous folk-tales as sight reading with the week's reading.
3. To give oral and silent drill in *say* and *do* of fable.
4. To train children to read two directions silently and do them correctly and in right order.
5. To have a general review of sight words.

Materials.

1. Patterns: grapes.
2. Word cards: hungry (nothing), sure (foot).
3. Diagnostic test No. 30*a*. Comprehension of "The Fox and the Goat."
4. Puzzle Games.

No. 52. Mistress Mary. No. 53. Rossetti's "Who has seen the Wind?"

New words. Have a general review of words. See page 426.

26th day	*27th day*	*28th–29th days*	*30th day*
hungry (*s*)	nothing (*s*)	stand	(*Review*)
vine	wish	foot (*s*)	
tried	those	left	
sour	sure (*s*)	garden	

Phrases. *For drill:* very hungry; on a vine; sour grapes; I am sure. *For supplying words in blanks:* He tried to ——; I wish I could ——; nothing to ——; those pretty ——; on page ——; your —— foot.

OPTIONAL AND SUPPLEMENTARY

I. Projects, occupations, and free-time activities. See p. 363.

II. Correlation with other subjects. See p. 363.

III. Supplementary song games, poems, and stories. See p. 364.

A. BASAL READING LESSONS

Note. For **Project, Word Study,** and **Group Work,** this week, see pp. 363 and 362.

26th DAY ("Fox and Grapes," pages 44–45)

Incidental reading: Opening. To stimulate discussion:

Do you think Friend Fox liked grapes? Why? (SR)

New reading. The fable, one half of page 44. (*a*) *Introductory talk.* Habits of fox. Teacher says she nas a story about a fox that wanted to get something he liked. They should turn to page 44 and look at the fox.

(*b*) *Rapid reading.* Question: What is the fox saying about the grapes? Read to find out. Tell children as soon as they find out (answer is in last line of fable) they should lay their heads on the desks and "go to sleep." See which ten children find first. (This is a device to find rapid readers.)

(*c*) *Picture study.* Make up a story about the other little animals and what they saw. Cover with shade or map until needed.

A little brown turtle (tell word) was on a log. (OR)
A squirrel hopped on the log.
A rabbit hopped up.
A chipmunk [tell word] hopped up, too.
They all saw the fox jump up
for the grapes.
They could see the grapes.
They were ripe.
The grapes were not sour.
Why did the fox say they were?

Review period. Supplementary silent reading. "The Woman and the Sixpence." See page 456.

Characters: Old woman, pig, dog, stick, fire, water, ox, butcher, rope, rat.
New words. (Taken from the different versions.)

woman	won't	quench	hang	cheese	shoe
sixpence	beat	butcher	rat	bought	shout
stile	fire	kill	gnaw	to-night	pail
bite	burn	rope	rope	gold	

Sources: Winston Primer, p. 54.
Horace Mann Primer, p. 106.
McCloskey Primer, p. 76.
Gordon Primer, p. 19.
Beacon First Reader, p. 13.
Free and Treadwell Primer, p. 25.
Story Hour, First Year, 2d half, p. 43.
New Barnes First Reader, p. 34.
Baker and Thorndike First Reader, p. 28.
Heart of Oak, Book I, p. 83.
Studies in Reading, First Reader, p. 66.

Sight reading. Even a single book will do, for children can read in turn and the rest listen.

The story in the back of this book may be copied or typed on oak tag sheets and used for the same purpose. See page 456.

Seat work. Patterns: pig, dog, ox, rat (mouse). Original of old woman.

Draw the pig.
Draw the old woman.

Put a rope from the pig's head
to the old woman's hand.

Draw a dog. Color them as you want them. (SR)
Draw an ox. Under the pig put a sixpence.
Draw a rat. Color the sixpence gray.

Incidental reading: Dismissal. Did you like this story? (SR)

27th DAY (Pages 44–45, *Say* and *Do*)

Incidental reading: Opening. To talk about:

Why did the fox call the grapes sour? (SR)

New reading. The fable in *say and do form*, pp. 44–45.

(*a*) Find lines that tell what the fox liked to eat. . . . Where are the grapes? . . . Who else might see them? [picture] . . . Could they get them? . . . Did the fox think the grapes were ripe? . . . Why did he say they were sour?

(*b*) See pp. 322 and 326 for other procedures.

(*c*) Practice reading the speeches aloud and pantomiming the other parts.

Review. (*a*) Re-read pp. 44–45. Let two children act the fable, one for the *say*, the other for the *do*.

(*b*) Or re-read "The Woman and the Sixpence" aloud in relay to prepare for Story Party. Sight reading, as rest of class listen. See page 456.

Seat work. Patterns: fox, grapes, squirrel, rabbit.

Draw some grapes. Draw a rabbit. (SR)
Draw a vine on the wall. Draw a squirrel.
They are high. They can not reach them, either.

Draw a fox. Color the grapes blue.
He is not so high Color the fox red and white.
as the grapes. Color the squirrel gray.
He can not reach the grapes. Color the rabbit brown.

Incidental reading: Dismissal. Do you like to eat grapes? (SR)

28th DAY (Pages 46–47)

Incidental reading: Opening. Drill on *left* and *right* hand. Show cards *left* and *right*.

New reading. Pages 46–47. Silent reading of directions.

Objective. To read two directions quickly, accurately, and one after the other, in right order. This is an exceedingly important drill, and it should be taken repeatedly for five minute exercises. See pages 329–331 for procedures.

Teach the difference between right and left hands. Which set of directions is the boy in the picture trying to do? Is he doing it right? Children judge from looking at other numbers. [Should be one action after the other, not simultaneously.]

Review. Supplementary silent reading, "The Three Pigs."

Characters. Mother Pig, First Pig, Second Pig, Third Pig, Man with straw, Man with sticks, Man with bricks, Old Mr. Wolf.

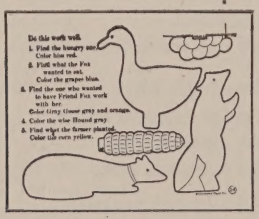
New words.

each	happy	hair	puff	could n't	**burn**
sell	Wolf	I'll	few	chimney	
need	chinny-chin	huff	bricks	fire	

Sources: Beacon Primer, p. 113.
Story Hour, First Year, 2d half, p. 74.
Baker and Thorndike Primer, p. 53.
New American Readers, Bk. I, p. 35.
Edson-Laing, Bk. I, p. 35.
New Barnes Primer, p. 62.
Free and Treadwell First Reader, p. 1.
Merrill First Reader, p. 79.
Progressive Road to Reading, Bk. I, p. 56.
Summers First Reader, p. 69.
Studies in Reading, First Reader, p. 55.
Story Readers, First Year, p. 126.

Sight reading. The above books give the story in printed form. Even a single copy will do, for one child can read and the rest listen. If you have no book with the story, copy it on pieces of oak tag and use as a book.

Seat work. Patterns: fox, goose, grapes, corn, and hound. Diagnostic test No. 24.


Do this work well.
1. Find the hungry one.
Color him red.
2. Find what the Fox
wanted to eat.
Color the grapes blue.
3. Find the one who wanted
to have Friend Fox work
with her.
Color Gray Goose gray and orange.
4. Color the wise Hound gray.
5. Find what the Farmer planted.
Color the corn yellow.

Do this work well.

1. Find the hungry one.
Color him red.
2. Find what the Fox wanted to eat.
Color the grapes blue.
3. Find the one who wanted to have Friend Fox work with her. (SR)
Color Gray Goose gray and orange.
4. Color the wise Hound gray.
5. Find what the Farmer planted.
Color the corn yellow.

Incidental reading: Dismissal. To review:

Which story do you like better? (OR)

29th DAY (Pages 46–47, continued; and supplementary reading)

Incidental reading: Opening. Drill on *left* and *right*. "Raise your —— hand." (Show cards *left* or *right*.)

New reading. Pages 46–47 continued. Silent reading drill for speed and accuracy. See pp. 329–331.

Review period. Supplementary reading continued. "The Three Little Pigs." See p. 358.

Seat work. Freehand.

(SR) Draw the house
that the wolf got into first.
Was it bricks, sticks, or straw?
Write under it
which it was. [straw]

Draw the wolf.
He ate up two little pigs.
There were three pigs.
Pig 1, Pig 2, Pig 3.
Put under the wolf
the numbers
for the pigs he ate up.

Incidental reading. Dismissal: To talk about:

Which was the *wise* little pig? (OR)

30th DAY (A Test, pages 48–49; Story Party)

Incidental reading: Opening. "There was a crooked man," Mother Goose. Copy the rhyme and revert to it during the day. See p. 433.

New reading. Test, pages 48–49. *Objective:* to learn roughly how fast the different children can read and to see whether they have grasped the chief facts read.

Note. This selection should offer no difficulties to the child who knows his sight words and applies phonetic rules. The words *fell* and *leap* have been formed repeatedly in phonetic drills. They are a good test of the child's ability to attack phonetic words in supplementary reading.

(*a*) *Procedure to test rate of reading.* Tell the children that they are to have a story to read all by themselves (pp. 48–49). Tell them that as soon as they finish, they should raise their hands, and you will nod permission for them to go to other work. Have the children open books at page 48. Be sure the children have the right place. Then have them begin at a signal from you.

There are 222 words on the two pages. Time the class, to see how long it takes the first child to finish, etc. Copy names of children in order, as they finish.

If you time the class until one half have finished, you can make two rough groups:

1. The upper half (fast)
2. The lower half (slow)

Watch for children who point with fingers or move lips as they read; and record names for special attention.

Review. Have a Story Party. Let children select from the table of contents for pp. 1–49; or from supplementary poems, p. 429.

A story, read in relay.
A poem, recited from memory.
A story, played.
A poem, recited from memory.
A story, read in relay.
A poem, read in relay.
A story, played.

Seat work. Diagnostic test No. 30*a*. Test of comprehension.

The following questions test the child's grasp of content. Under each question are several words, one of which is the answer. The child answers the question by putting a circle around the word that answers the question. Copy the first question on the board, with words under it. Tell the children that they should read the question on the board, look at the several words given under it and tell which one answers the question right [well].

Then show them how to encircle the word; as:

1. *What did the fox fall into?*

brook well river

Hectograph the following questions, etc., with blank lines between questions so as not to crowd. Or use diagnostic test No. 30*a*, furnished by publishers. (*Note.* Cut tests Nos. 30*a* and 30*b* apart.)

1. *What did the fox fall into?*

brook well river

2. *Did he drink some water?*

no yes

3. *What color was the goat?*

brown red white yellow

4. *Who jumped into the well?*

fox goat

5. *Who played a trick?*

goat fox

6. *Who found out it was well to look before jumping?*

goat fox

Write a child's name on each paper and distribute face down, telling children not to touch. Or have children write names.

Procedure to test comprehension. Tell the children to take the paper before them. To show how, you read the first question, have children tell the answer aloud, and encircle it on their paper. Then tell them to read the rest of the questions and encircle after each question the word that is the answer. Collect papers after a reasonable time.

A simple method of scoring. Check answers on papers. The following are the right words to encircle.

1. well	3. white	5. fox
2. yes	4. goat	6. goat

To score comprehension of matter read use letters as follows:

A .... none wrong, or unmarked.
B .... 1 wrong, or unmarked.
C .... 2 wrong, or unmarked.
D .... 3 wrong, or unmarked.
E .... 4 wrong, or unmarked.
F .... 5 wrong, or unmarked.
G .... 6 wrong, or unmarked.

What conclusions to draw. It should be noted that such a rough test can be only approximate on account of the age of the children. Nevertheless even with first grade children — after continuous training in silent reading of directions — the results will be worth while.

Result	Character of Mistake	What it indicates
1st question wrong	not following directions, when whole class was to circle word *well*	*Carelessness*
2d question wrong	weak in detail in words 1–50	*Weak in answering simple fact questions*
3d question wrong	weak in detail in words 50–100	
4th question wrong	weak in detail in 2d 100 words	
5th question wrong	weak in details of whole story	*Weak in organizing facts to answer a thought question*
6th question wrong	failed to recognize word *leap* as "jump into"; did not apply "Bossy Letter" rule to *Leap.*	*Weak in phonetics*

These children can now be given special attention to cure (*1*) carelessness in listening; (*2*) slowness in grasping or remembering simple facts read; (*3*) inability to organize facts and draw conclusions, and (*4*) slowness to apply phonetic rules.

Incidental reading: Dismissal. To review names of days.

Recite "How many days," and write names of days on board low enough for children to touch. Dismiss, by having them point to word and whisper it to you.

WORD STUDY

Review week. Take the Word Study period each day for a review of word, phrase, and phonetic cards.

GROUP WORK

Note. Each day the good and medium pupils go to project, reading, or games.

26th day. *Whole class.* Match: sight words. *Medium and poor.* Filling in blanks in phrases on blackboard. *Poor group.* Drill, as needed.

27th day. *Whole class.* Drill in finding first or last line on a page. *Medium and poor.* Sight words, reviewed. *Poor group.* Drill, as needed.

28th day. *Whole class.* Silent reading drill, pp. 46–47. *Medium and poor.* Flash phrase drill. *Poor group.* Filling blanks in phrases.

29th day. *Whole class.* Flash phrase drill. *Medium and poor.* Silent reading drill, pp. 46–47. *Poor group.* Individual help, as needed.

30th day. *Whole class.* Match: flash cards. *Medium and poor.* Finding pages and reading first or last line. *Poor group.* Silent reading drill, pp. 46–47.

NOTES

B. OPTIONAL AND SUPPLEMENTARY

I. PROJECTS, OCCUPATIONS, AND FREE-TIME ACTIVITIES

FOURTH WEEK

16th day. On the sand table make a farm. Make the farmhouse. Give a name to the farm.

17th day. Make a barn, and a barnyard with a stone wall.

18th day. Make a pig pen.

19th day. Make a lane leading up to house and barn from highway, fields, with fences.

20th day. Complete anything unfinished.

FIFTH WEEK

21st day. Add details to farm scene on sand table: orchard, field, haystack, fences.

22d day. Let each child make a weather-cock of paper to paste on top of a barn drawn on board. Best is chosen.

23d day. Bird box, or letter box for farmer to get mail.

24th day. Brook with dam or bridge.

25th day. Clay animals for farm; or a frieze of vegetables.

SIXTH WEEK

26th day. Big bunch of grapes, each child crayoning a circle six inches in diameter to make a frieze of blue, green, and red grapes across the top of the blackboard.

27th day. Clay models of animals shown in picture on page 44.

28th day. Construct or draw a wall. Make a vine to twine along top.

29th day. Build up the scene like page 44 of the First Reader.

30th day. Make a souvenir for the Story Party. Draw a picture of a little animal and color it. Each child will pin it on, and later take it home.

II. CORRELATION WITH OTHER SUBJECTS

The following suggestions apply to the reading work of the second group, 4–6th weeks. The teacher should select to suit her needs.

Picture study. *Perry Pictures.* Foxes (1062); goose (9162, 2 cts.).

Conversation. The fox, its habits and appearance. Goose, appearance, uses.

How to farm wheat. Doing one's share of work. Life of peach — from bud to fruit. The garden squash. The farmer's work.

Story-telling. Stories in book re-told. See p. 444.

Dramatization. Fox and Goose story; Fox and Grapes fable; Three Little Pigs.

Pantomime. Gray Goose's acts in farming.

Language. A Fruit and Flower Booklet. Pictures cut from magazines and catalogues. Names put underneath.

Nature study. How a seed bursts. [Put bean in wet cotton in a glass and observe.] Pictures of bud, blossom, and fruit of peach. [Picture of a peach cut open to show the seed.]

Incidental numbers. Numbers in succession from 1–50 to find pages in book quickly.

Collections. Boxes for various farm building; stones for wall; wood for fences; green paper for green houses; dried grass, hay, or straw for haystack; clay; and other materials that aid in construction of farm.

Games. (*a*) "Yes and No" game. See p. 343.

(*b*) Matching first letters. See p. 346.

(*c*) Perception drill. Farmer in Dell. *See* Supplementary song games below.

III. SUPPLEMENTARY SONG GAMES, POEMS, AND STORIES

Song games.

(*a*) "The Farmer in the Dell." Hofer's *Singing Games*, p. 20.

1. The farmer in the dell,
   The farmer in the dell,
   Heigh-ho, the derry oh,
   The farmer in the dell.
2. The farmer takes a wife, (repeat)
   Heigh-ho, the derry, oh.
   The farmer takes a wife.
3. The wife keeps the house.
4. The man milks the cow.
5. The cow gives the milk.
6. The maid skims the milk.
7. The milk gives the cream.
8. The cream makes the cheese.
9. The child wants the cheese.
10. The mouse eats the cheese.
11. The dog smells the mouse.
12. We 'll all chase the mouse.

One child plays farmer, and the children circle about him singing. He chooses one to play wife, she joins him, and rhyme is repeated. The last child selected each time does the choosing of the next character.

Note. There is great opportunity to have quick perception drills combined with the game. Copy the leading sentences on the board and make changes in certain words as the children sing, seeing which children follow the change.

(*b*) "Three Blind Mice." Mother Goose. P. 433.

(*c*) "Who has seen the wind?" Bentley's *Play Songs*, p. 6.

(*d*) "Pease, porridge hot." Hand clapping game, 2 persons. P. 433.

Mother Goose rhymes.

(*a*) "There was a crooked man." Copy on board. P. 433.

(*b*) "Work, while you work." P. 433.

(*c*) "Mistress Mary, quite contrary." P. 433.

(*d*) "A man of words." P. 344.

(*e*) "What 's the news." P. 433.

(*f*) "If all the world." P. 433.

(*g*) "Pease, porridge hot." P. 433.

(*h*) "Three Blind Mice." P. 433.

Other poems.

(*a*) "Who has seen the wind?" Rossetti. *Riverside Second Reader*, p. 20. P. 439.

(*b*) "Singing." *Riverside Primer*, pp. 40–41.

(*c*) "The Wind." Stevenson. P. 437.

(*d*) "Over in the Meadow." *Riverside Primer*, pp. 56.

(*e*) "The Lamb." Blake. P. 441.

Stories to tell the children.

(*a*) "Little Pink Rose." Bryant's *Stories to Tell*, p. 1.

(*b*) "Another Little Red Hen Story." Bryant's *Stories to Tell*, p. 53.

(*c*) "The Farmer and the Birds." Poulsson's *In the Child's World*, p. 325.

(*d*) "The Gulls of Salt Lake." Bryant's *Stories to Tell*, p. 129.

(*e*) "The Ugly Duckling." Andersen. Bailey and Lewis's, *For the Children's Hour*, p. 76.

IV. A WEEK OF SUPPLEMENTARY READING

Purpose. See p. 336.

The teacher should —— See p. 336.

FOLK-TALES AND POEMS FOR CHILDREN TO READ

1. Nanny who would not go home.

New words: soup, voice, loud, don't, Bunny, cabbage, afraid, chimney, sting, tail, boil, grass, bumblebee, Espen, Nanny, Peter, crying, woods, line, kill, hang, rat, gave.

Characters: Boy, goat, rabbit, squirrel, fox, bee; or pig, dog, etc.

Sources:

Story Hour Primer, p. 110.
Winston Primer, p. 10.
Young & Field First Reader, p. 92.
McCloskey Primer, p. 105.
Easy Road to Reading Primer, p. 91.
Free & Treadwell Primer, p. 39.
Beacon First Reader, p. 70.
Elson First Reader, p. 84.
Beacon Primer, p. 104.
New Barnes First Reader, p. 23.
Progressive Road, Story Steps, p. 23.
New American Readers, Bk. I, p. 53.
Edson-Laing, Bk. I, p. 45.
Child's World, Primer, p. 101.

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2. Lambikin.

New words: Lambikin, thin, skin, bone, skip, Granny's, sorts, fatter, chap, candy, nuts, figs, cake, jam, drumkin, mean, speak, tumpa-too, Grannikin, afraid, voice, grass, chum, roll, trap.

Characters: Lambikin, Fox, Wolf, Lion, Granny.

Sources:

Winston Primer, p. 70.
Elson First Reader, p. 162.
New American Readers, Bk. I, p. 107.
Beacon Primer, p. 94.
Haliburton First Reader, p. 24.
Studies in Reading, First Reader, p. 121.

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3. The Wee, Wee Woman.

New words: woman, candle, night, heard, noise, lighted, nothing, stairs, sleep, cupboard.

Character: Old woman.

Sources:

Winston Primer, p. 20.
Haliburton First Reader, p. 94.
Gordon First Reader, p. 35.
Child's World, First Reader, pp. 37, 41.
New Barnes Primer, p. 39.

4. Old King Cole. *Mother Goose.* Copy on board, p. 433.

5. Lady bird, lady bird. *Mother Goose.* P. 433.

6. After Tea. *F. D. Sherman, Riverside First Reader*, pp. 76–77.

7. Looking Forward. *Stevenson.* P. 437.

8. There was a crooked man. *Mother Goose.* P. 433.

STORIES TO TELL TO THE CHILDREN

(*a*) "Why the Bean wears a stripe down its Back." Grimm. Bailey and Lewis. *For the Children's Hour*, p. 72.

(*b*) "The House in the Wood." Grimm. Bailey and Lewis. *For the Children's Hour*, p. 321.

GROUP III: "KEEPING HOUSE"

(First Reader, pages 50–77)

Note. *Content.* In this group are given two different types of stories, that on page 64 being repetitive and that on page 50, in plain story style. The five poems present such things as spinning tops, fishing, making pancakes, and games, all dear to the child's heart. A fable for silent and oral practice work, and a silent reading exercise ("Doing Three Things") conclude the group, thus giving a well-balanced selection that will train the children in the various types of reading activity. Note the progression in doing three things. (It was two things in Group II.)

Pictures. These are tied up intimately with the text, and are planned by the artist and author in conjunction to give real stimulus to the child. They are to be used in picture study at the beginning of a new reading period, for stimulating discussion, and for children to find the section or lines that describe the picture.

Plan of work. The following outline gives the work by weeks for Group III:

A. BASAL READING LESSONS AND WORD STUDY. (See p. 367.)

7th week. First Reader, pp. 50–57, combined with sup. reading.
8th week. First Reader, pp. 58–62, combined with sup. reading.
9th week. First Reader, pp. 63–72, combined with sup. reading.
10th week. First Reader, pp. 73–77, combined with sup. reading.

B. OPTIONAL AND SUPPLEMENTARY. (See p. 394.)

I. Projects, occupations, and free-time activities. See p. 394.
II. Correlation with other subjects. See p. 396.
III. Supplementary song games, poems, and stories. See p. 396.
IV. An extra week of supplementary reading. See p. 398.

NOTES

A. BASAL READING LESSONS AND WORD STUDY

SEVENTH WEEK

(First Reader, pages 50–57, "The Shadow House")

Specific objectives.

1. To have children read a story of non-cumulative type and grasp its progression by large sections, brought out by organization questions.
2. To read silently to find answers to questions from picture study or conversation.
3. To use new words and phrases to build the story in Word Study.
4. To begin working to get results from test of speed and comprehension.
5. To learn phonogram *oi*.

Materials.

1. Patterns: cabbage, carrot.
2. Phonic cards:

Front	*Back*
point poi oi	oi

3. Word cards: build (tiny), breakfast (carrot), cabbages (brought).
4. Diagnostic test No. 25: testing *if*.
5. Puzzle Games.

No. 54. Old King Cole.
No. 55. Phonetic elements.
No. 56. Queen of Hearts.
No. 57. Little Polly Flinders.

New words.

31st day		*32d day*	*33d day*	*34th day*	*35th day*
Building (*s*)	to-day	glass	gave	carrots (*s*)	(*Review*)
name	long	oatmeal	rake	cabbages (*s*)	
Jimmy	cowboy	hot	hoe	invited	
teeny	suit	toast	side	brought (*s*)	
tiny (*s*)	lickety	shadow	next	dishes	
voice (*s*)	clip		stones	Why	
yet	breakfast (*s*)		box		

Phrases. *For drill:* building a house; her soft voice; to have his breakfast; the next yard; carrots and cabbages; invited the little girl; she brought dishes.

For supplying words at blanks: Building a ——; His name was ——; his teeny tiny ——; To-day is ——; to —— his breakfast; a big bowl of ——; —— the garden; —— gave ——; the side of the ——; she brought her ——; Why did it ——.

OPTIONAL AND SUPPLEMENTARY

I. Projects, occupations, and free-time activities. See p. 394.
II. Correlation with other subjects. See p. 396.
III. Supplementary song games, poems, and stories. See p. 396.

BASAL READING LESSONS

For **Project, Word Study,** and **Group Work,** each day, see pp. 394, 372, 373.

31st DAY (First Reader, pages 50–51)

Incidental reading: Opening. To lead up to new work:

Who would like to read a story about a house? (OR)
Who would like to build the house?

New reading. Pages 50–51. (*a*) *Picture study.* Is this morning or evening? . . . What are the boy and his mother saying? . . . Read to find out.

(*b*) *Silent reading to find something definite.* Additional question from Word Study (p. 372): What did Jimmy Boy want to do?

By questioning after the children read through (or at a second reading) talk about the details as they progress in the story:

Jimmy Boy did not want to get up.
His mother always had to waken him.
His excuse this day was that Sun was n't up.
Mother says Mr. Sun is building a house in the yard.
Jimmy wonders how he can do that, and wants to build one, too.
He hops out of bed, dresses, and runs down to breakfast.

Thought questions: How could Mr. Sun build a house? Find out at home. What would be a good breakfast for Jimmy Boy? Talk about these at the next lesson.

(*c*) *Drill.* Review the new words in phrases with blanks (p. 367). For this type of drill you copy the phrase, filling the blank. By erasing the one word and filling in others you get variations like the second. Play number games.

1. Building a (house).	1. Building a (barn).
2. His name was (Jimmy Boy).	2. His name was (Tom).
3. His teeny tiny (bed).	3. His teeny tiny (house).
4. To-day is (Tuesday).	4. To-day is (fine).
5. a (long) time.	5. a (good) time.
6. to (have) his breakfast.	6. to (eat) his breakfast.

Note. This is only one of many possible uses of the phrase with blanks to fill; as, children find word card to complete sentence.

Review. Pages 50–51. The teacher reads Book parts aloud, and different children practice reading the speeches, to prepare for a Story Party later.

Note. Watch for those who read only detached words. Encourage them to look ahead and "pick up" a group of words with the eyes. Continue this each day. The child should read silently to get the entire thought before he attempts oral expression of a line.

Seat work. Freehand.

This is a story (SR)
about a house and a boy.
The boy's name is Jimmy Boy.

Draw a teeny tiny house.
Draw a boy, too.
Make him bigger than the house.
Under the boy
put your name.

Color the house red and green.
Color the boy as you want him.

Incidental reading: Dismissal. To remind of story:

How can Mr. Sun build a house? (OR)

32d DAY (Pages 52–53)

Incidental reading: Opening. To lead up to story:

Is Mr. Sun out to-day? (SR)

New reading. Pages 52–53. (*a*) *Children re-tell story*, pp. 50–51. Have them talk about the questions, How Mr. Sun might build a house and what make a good breakfast.

(*b*) *Picture study.* Is this the "good breakfast"? Find in picture on p. 52 the house Mr. Sun built.

(*c*) *Read to find out.* What was the breakfast? . . . Could Jimmy find out how the sun made a house?

Thought questions: Which are the best foods for little boys and girls? . . . In what order would you eat the foods that Jimmy Boy had for breakfast? . . . Why is the shadow of this house in front of the house? . . . [Watch the shadow of a tree, or something, to see when it is biggest, at noon or evening.]

(*d*) *Drill.* Review new words in phrases with blanks. See p. 368.

Review. Pages 50–53. Procedure of teacher's reading part of mother to set model; children read Book and Jimmy Boy. Watch for worst offenders in calling mere words.

Seat work. Freehand. Testing book reading.

Read again (SR)
what Jimmy Boy had
for his breakfast.

How many things
did he have?

Draw them.
Color them as they would be.

Incidental reading: Dismissal. Review:

What do you like best for breakfast? (OR)

33d DAY (Pages 54–55)

Incidental reading: Opening. To lead up:

How can you build a house? (SR)

New reading. Pages 54–55. (*a*) *Review* pages 50–53 in silent reading page by page, to see what part of the story is given on each page.

Page 50. Boy who did n't like to get up
Page 51. Mother wakens him by telling of the house the sun builds; he wants to build one, so he dresses and rushes down for breakfast
Page 52. He eats a good breakfast, then asks his mother how the sun could make a house, and she tells him to come and see
Page 53. Jimmy could not find it, so his mother shows him the shadow of the house

(*b*) *Picture study.* Find line that describes each. Are they in front or back of the house now? [See p. 53, no tree in front.]

(*c*) *Reading silently to find out.* Is his mother a good playmate? Why? . . . How did Jimmy make his house like a home? [garden, path] . . .

(*d*) *Drill.* Find-line Game.

Review. Pages 50–55. Oral practice. Organization questions to call for the reading of a number of lines to answer. *See* **New reading**, above. For pages 54–55: What did his mother do? . . . What did he do? . . .

Seat work. Freehand.

Draw a teeny tiny house. (SR)
Draw a little garden at the side.
Draw a little walk
made of teeny tiny stones.
Draw windows and a door on the house.
Draw plants in the garden.
Color them as you like.

Incidental reading: Dismissal. For talk:

Do you like Jimmy Boy's Mother? (SR)
Why?

34th DAY (Pages 56–57)

Incidental reading: Opening. To introduce *next.* Talk about what was done yesterday. Then write:

What shall we do next? (OR)

New reading. Pages 56–57.

(*a*) *Story re-told,* pp. 50–55. What would they like to play with Jimmy?

(*b*) *Picture study.* Did the little girl next door live very close to Jimmy? . . . Or did Jimmy Boy's house have much ground around it? [Study pictures, p. 53, particularly.] Is Jimmy Boy older or younger? [Looks larger.]

(*c*) *Reading to find out.* What did he plant in his garden? . . . What did he and the little girl do? . . . [Give her a name.] . . . What had become of the Sun's house?

How are shadows made? Why has shadow of house gone to the back of the house?

(*d*) *Drill.* Find-line Game. Speed up as much as you can, in children's reading lines aloud.

Review. Pages 50–57. Practice oral reading in relay. One child reads; others listen. When the teacher taps with pencil, the reader hands the book to another child and shows the place.

Seat work. Patterns: cabbage, carrot, pea-pod, beet, corn.

Jimmy Boy made a garden. (SR)
You make one, too.

Draw a carrot.
Draw a pea-pod.
Draw a beet.
Draw a cabbage plant.
Draw an ear of corn.

Put X under the one
that is red.
Color them.

Incidental reading: Dismissal. To praise good readers:

Who are Kitty Cats? (SR)
Who are White Mice?

35th DAY (Review, Story Party)

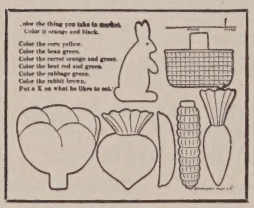
Incidental reading: Opening. To stimulate talk:

Who would like to have a garden? (SR)

New reading. Supplementary reading. "Mistress Mary," etc. See p. 433.

Review. Story Party. Invite a mother or the principal to this period. Let ten children read the story aloud, while the rest listen with closed books. Have two children read a full page, as pp. 51 and 57.

Seat work. Diagnostic test No. 25.


Color the thing you take to market.
Color it orange and black.
Color the corn yellow.
Color the bean green.
Color the carrot orange and green.
Color the beet red and green.
Color the cabbage green.
Color the rabbit brown.
Put a X on what he likes to eat.

Color the thing you take to market. (SR)
Color it orange and black.
Color the corn yellow.
Color the bean green.
Color the carrot orange and green.
Color the beet red and green.
Color the cabbage green.
Color the rabbit brown.
Put a × on what he likes to eat.

Incidental reading: Dismissal. For talk:

What fun do you have with corn? (SR)

WORD STUDY

31st day. (*a*) Present new words in a story setting by means of questions from which you build something like the following on the board:

This story is about a house.
A little boy lived in the house.
His *name* was *Jimmy* Boy.

His Mother called to him
in her soft *voice*.
Time to get up.

So Jimmy Boy got up. (OR)
He put on his *cowboy suit*.
He ran down *lickety clip*.

He had his *breakfast*.
What do you think
he wanted to do?

32d day. (*a*) New words through story:

What made a good *breakfast*
for *Jimmy* Boy? [Children suggest] (OR)
He had a glass of milk.
He had an egg.
He had some *oatmeal*.
He had an orange.
He had some hot *toast*.

Where did *Jimmy* Boy go
after *breakfast*? . . .
What could he see in the *garden*? . . .
Would there be a *shadow* there? . . .

(*b*) Teach *oi*. Key word, *point*. Blend: coin, coil, oil, boil, toil.

33d day. Play a Railway Game with the following:

(*a*) "Little Lazy *e*" — mine, mice, nice, Kite, side, ripe, wise, Hide, grape, vine, those, sure, page, name, gave, rake, hoe, stone.

(*b*) "Bossy Letter" — road, real, lies, hear, sailing, teacher, read, wheat, Peach, fairest, meal, squeal, peas, tried, reach, suit, oatmeal, toast, raise.

Introduce *next* by writing on board: "What game shall we play *next?*"

34th day. Introduce new words in story review:

(OR)

Jimmy Boy made a *garden.* [Where?]
He planted things there. [What?]
He could plant (peas, beans,
corn, grapes, *carrots*, potatoes,
cabbages).
He wanted a little girl
to see his *garden.*
He *invited* her to come in.
She *brought* her doll.
She brought doll *dishes.*

35th day. Review.

GROUP WORK

Note. Certain teachers may wish more concentrated drill for a longer period than the brief five minutes advocated for each of the three types of work here given. In that case they should select one of the three types for the day, and by a process of two eliminations of good and medium pupils, narrow down to the children to whom they wish to give intensive drill.

Each day dismiss good and medium groups for project, reading, or games.

31st day. *Whole class.* Talk about papers of diagnostic test No. 30*a*. Show samples of well marked papers, explain marking, and give children an idea of how they stand. Hold out the stimulus of A and B star badges pinned for that day on the children that ranked highest. Make these two inches across with a brilliantly colored letter crayoned on, and pin on children.

Medium and poor. Phrase drill. (See p. 367.) *Poor group.* Supplying words at blanks in phrases. (See p. 368.)

32d day. *Whole class.* Sight word drill, or phonetic drill, as needed. *Medium and poor.* Phrase drill. See p. 367. *Poor group.* Supplying words at blanks in phrases.

33d day. *Whole class.* Finding page and first or last line. *Medium and poor.* Sight word or phrase drill. *Poor group.* Silent reading drill, pp. 46–47.

34th day. *Whole class.* Silent reading drill, pp. 46–47. *Medium and poor.* Filling blanks in phrases. *Poor group.* Individual help, as needed.

35th day. *Whole class.* Review card drill. *Medium and poor.* Phrase drill. *Poor group.* Phonetic drill.

EIGHTH WEEK

(First Reader, pages 58–62; three poems and a fable)

Specific objectives.

1. To concentrate on silent reading of lines to improve comprehension.
2. To practice *say* and *do* in a fable, so children grasp groups of words more quickly.
3. To visualize the poems and learn one of them.
4. To present new words in story context; to teach *sp;* jingle *ast, est, ist, ost, ust;* and *str.*

Materials.

1. Pattern: top.
2. Word cards: travel (earth), Indian (piece), give (towards), floor (curious).
3. Phonic cards: *sp, str.*

Front	*Back*	*Front*	*Back*
spectacles sp	sp	straw str	str

4. Puzzle Games.

No. 58. Spinning Top, F. R., p. 62.
No. 59. Fishing Pole, F. R., p. 63.

New words.

36th–37th days		*38th day*	*39th day*	*40th day*
travels (*have*)	kissed	piece (*s*)	spinning	pole
pillow	eve	give (*s*)	stop	curious (*s*)
still	tea	towards (*s*)	balance	string
earth (*s*)	dawns	cross	floor (*door*)	end
sunny	beyond	than	before	
each	Atlantic	drops	dizzy (*s*)	
Indian (*s*)	children	greedy	feel	
sleepy-head	West		more	
being	dressed			

Phrases. *For drill:* the sun's travels; round the earth; all the children; in the West; Give me; towards home; too greedy; spin round; a curious thing; at one end.

For supplying words at blanks: —— the earth; the sunny ——; Each little ——; a piece of ——; towards ——; cross the ——; bigger than ——; Until I feel like ——; on the —— end.

OPTIONAL AND SUPPLEMENTARY

I. Projects, occupations, and free-time activities. See p. 394.

II. Correlation with other subjects. See p. 396.

III. Supplementary song games, poems, and stories. See p. 396.

BASAL READING LESSONS

Note. For **Project, Word Study,** and **Group Work,** each day, see pp. 394, 381, 382.

36th DAY ("The Sun's Travels," pages 58–59)

Incidental reading: Opening. To lead up to *east* and *west:*

Where did the sun rise this morning? (OR)
The sun rises in the east. [Explain direction.]
The sun sets in the west.

New reading. Pages 58–59; work on poem begun.

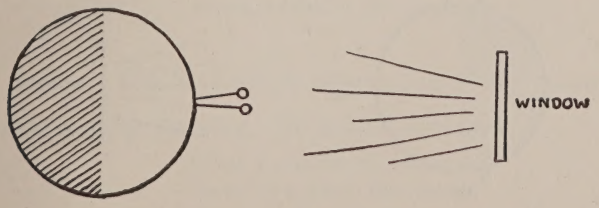
(*a*) *Introductory talk:* the Sun's travels. Re-read the Word study unit. Bring an orange, or other round object, to school, and hold it where the light from the window strikes it. Bring out the idea that day is where the sun shines, and night where it does not. The orange presents a bright or yellow appearance towards the light. That is day.

(*b*) *Setting the scene to explain the poem.* Then play the Suppose Game with five pins, and have the class imagine what children would be doing at different parts of the earth at the same moment. The pins represent children.

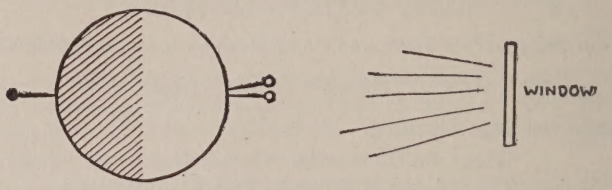
Note. By means of sealing wax you can make little figures on the pins, so that they are more noticeable by class. Or you can use two white-headed pins for the sunny garden, a black-headed pin for the night part, and two ordinary pins for the others.

Somewhat as follows make the children *see* what other children are doing at the same time.

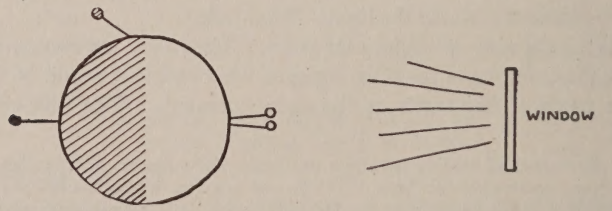
"Here is the round earth [hold up orange]. Out the window there is the sun shining. Which part of the orange is bright from the light of the window? . . . There it is day, — children can play in their *sunny gardens.* Let's put two children in the bright sunny garden. They might be roller skating. [Insert two white-headed pins.]



"Where is the orange darker? [away from the window] . . . What do you call it when the world gets dark? [night] . . . What would those little children be doing? [sleeping, in bed] . . . Little children are living far on the other side of the world. Let's put a little boy in bed here. [Insert black-headed pin.]

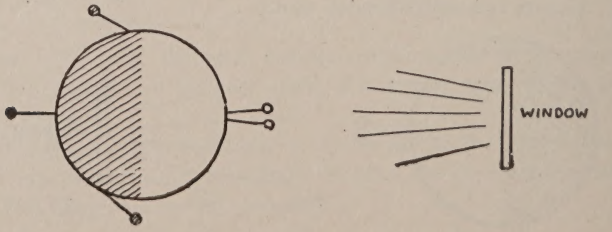


"Here is a country called India. [Point to top of orange.] What would the children of India — *little Indian sleepy heads* — be doing when they can hardly see the sun any more? [Going to bed] . . . *Each little Indian sleepy head is being kissed* by his mother and *put to bed.* Let's put him in. [Insert ordinary gray pin at top, pointed towards night side.] — 'Good night, *little Indian sleepy head.*'



"Where is it beginning to get bright down below [on the under side of the orange]. Some little children are getting awake. They might be you — *getting up and being dressed.* [Put in a gray pin.] Let's play this is America, where you live. Here's a little child, *getting up and being dressed.* See how she is looking towards the sun. She is glad to get up."

Note. Notice how children can be familiarized with wording of the poem by bringing it in conversationally



(*c*) *Introduce poem.* Point to four parts of orange. "Here is the boy in the dark part, asleep. [Point to left.] Here is a little boy of India, a *little Indian sleepy head, being kissed and put to bed.* [Point to top.] Here you are — *getting up and being dressed.*" [Point to lowest pin.]

"Once a man in England, where children like to play in *sunny gardens,* wrote a poem about the sun. Let's play that this is England [point to the two pins in sunny garden part of orange]. See the two children playing in the *sunny garden.* [Point.] There's a big Atlantic ocean between those children of England and you — . [Point.]

"Now watch the children on this big round orange while I tell you the poem the man made up."

(*d*) *Teacher recites or reads* the first stanza. Then she recites the second stanza, pointing to "sunny garden" pins and "Indian sleepy-head" pins, when she reads the lines. Same for third stanza, pointing to lowest pins as "children of West."

(*e*) *Picture study.* What time of day is shown in each picture? . . . How would the two sets of children on page 59 be different? [color, country, dress] . . .

(*f*) *Final reading aloud by teacher,* as children shut eyes to see the pictures. Ask which picture they like best.

Review. Pages 58–59. (*a*) *Teacher reads* poem aloud, as children follow in book. (*b*) *Children read to find* lines that describe the pictures. (*c*) *Alternate oral reading* by teacher and class, taking lines in pairs.

Seat work. Freehand.

Draw and color a little sleepy-head in bed. (SR)
Draw and color two children dressed.
Put a + under the children
that can play in the sunny garden.

Incidental reading: Dismissal. To review:

Where does the sun rise? (OR)
Where does the sun set?

East, west,
Home is best. — *Mother Goose.*

37th DAY (Pages 58–59, continued)

Incidental reading: Opening. To present word *dawn:*

What is a name for sunrise? (OR)
Dawn is a name for sunrise.

New reading. Pages 58–59, continued. (*a*) *oral reading by teacher*, as children follow in books.

(*b*) *Reading silently to find* answers to questions.

Thought questions: What should boys and girls do on getting up? On going to bed? How should their windows be at night? etc.

Who is the *I* of the poem? [Stevenson, who loved children.] What would *We* be? [Stevenson and his children friends playing in an English garden.]

Objectifying a day. Take orange, insert pin for a child and by revolving the orange demonstrate how each child goes through four periods: getting up; play, eat, and study day time; getting to bed; and sleeping.

Alternate reading aloud of lines by teacher and children; then by sets of six children each, two to a stanza. They will stand before the class, who close books and listen. Say, "Pretend Mr. Stevenson is talking to you."

Review. Pages 58–59. Poem memorized by matching couplets, etc.

Seat work. To review introductory talk:

We played (SR)
that something was the earth.
Draw it.

Put a teeny tiny boy on the top.
Put a teeny tiny boy under it.
Put a teeny tiny girl at the right of it.
Put a teeny tiny girl at the left of it.

Color the boys brown and blue.
Color the girls red and green.

Incidental reading: Dismissal. Personal application:

At what time do you get up? (SR)
At what time do you go to bed?

38th DAY ("The Dog and the Meat," pages 60–61)

Incidental reading: Opening. To review *hungry* and teach *greedy:*

Who wanted the grapes? (SR)
Why did he want them?
He was hungry.
Do you think
he would give the others some grapes?
He would eat them himself.
He would be a little pig.
He would be *greedy.* [Stress meaning]

New reading. Page 60, fable part, "The Dog and the Meat."

(*a*) *Picture study.* What has dog in mouth? . . . What happened to it?

(*b*) *Silent reading to find out.* Have children lay heads on desks and go to sleep when they find out. [Observe who are slowest.]

(*c*) *Re-read to answer* questions on fable.

Review. Pages 60–61. (*a*) *Oral practice* in *say,* and *silent reading* and re-telling or acting in *do.*

(*b*) *Rapid glancing down page.* Teacher gives a number: and children (1) find sections by number and tell word (*say* or *do*) for it, or (2) read contents silently and tell.

(*c*) *Monologue and pantomime.* One child reads aloud, another acts silently afterwards (or pantomimes). Other children read silently in book to see whether he did what was said. The children should select a part of classroom for *home, brook, bridge.*

(*d*) *Drill.* Guessing-line Game. A child thinks of a line; others guess.

Seat work. Freehand.

Draw a brook. (SR)
Put something across it
for a dog to walk over.
Draw a dog on it.
Put a piece of meat in his mouth.

Color the dog brown.
Color the meat red.

Incidental reading: Dismissal. To review:

(OR) Why has the dog lost his meat?
He was too greedy.

39th DAY ("Spinning Top," page 62)

Incedental reading: Opening. To lead up to poem:

When is the time to spin a top? (SR)

New reading. Page 62.

(*a*) *Picture study.* What game is this like? [Re-read Word study unit, p. 382.] How is the boy like the top? . . . How does the boy feel?

(*b*) *Reading to find out.* How is this different from the game played? [falls down] . . . What does he lose? [his balance]

(*c*) *Finding words* that begin the same way; as, Find *s* words (spinning, spin, stop, soon, swim), *f* words (find, floor, feel), *b* words (balance, Before).

(*d*) *Reading aloud by teacher.* (May be taken first, before Picture study.)

Review. Either (*a*) acting fable, pp. 60–61, practicing for Story Party; or (*b*) learning "The Spinning Top" poem, p. 62.

Seat work.

Draw three tops.	Color top 1 blue.	(SR)
Make each bigger than the other.	Color top 2 green.	
Number them 1, 2, 3.	Color top 3 orange.	
Number the very big top 3.		
Number the very little top 1.		
Make the other number 2.		

Incidental reading: Dismissal. To review:

Did you like the Spinning Game? (SR)

40th DAY ("Fishing Pole," page 63)

Incidental reading: Opening. To lead up:

Have you ever caught a fish? (OR)

New reading. Page 63. (*a*) *Introductory talk.* Fun outdoors, leading up to fishing. *Question:* What is a fishing pole? . . . [Child draws.]

(*b*) *Picture study.* Scene; characters [boy, dog, fish, worm, turtle, where is each, what does each do, or what happens to each]. . . . What part of the fishing pole can you not see? [hook] . . . What will the boy do with the fish? . . .

(*c*) *Oral reading by teacher.* She says, "Here is a poem that tells what a fishing pole is. Listen to see whether you think the same."

(*d*) *Re-reading silently* by children. Is a fishing pole "just a stick and string?" . . . Does the *wish* catch the *fish?* . . . What would happen if the boy did not care, or wish? . . . How would he behave? . . .

Review. Story Party. Invite another child to be present as a guest.

A story	Building a house (pp. 50–57)	10 children reading in relay.
A poem	The Sun's Travels (pp. 58–59)	3 children, reciting in relay.
A fable	Retold (p. 60)	1 child.
A fable	Acted (pp. 60–61)	1 child.
A fable	Pantomimed, without words	1 child.
A poem	Spinning Top (p. 62)	1 child.
A poem	Fishing Pole (p. 63)	1 child.
Mother Goose rhymes		Other children.

Seat work. Freehand.

Draw a boy fishing.	Draw a fishing pole in his hand.	(SR)
Have him dressed in brown.	Color the stick brown.	
Put a yellow hat on his head.	Put a sun-fish on the string.	
Color him that way.	Color it orange.	

Incidental reading: Dismissal. Retrospect on poem:

I wish we could all go fishing now. (SR)
What did I say?
Tell me.

WORD STUDY

36th day. New words in story form. Talk about the Sun's travels. Write sentences on board:

The Sun *travels* through the sky. (OR)
He *travels* round the *earth*.

When he rises it is called *dawn*.
He always goes down in the *West*.

When the sun shines on you here,
the *children* on the other side of the *earth*
cannot see the sun.
It is night there.
They are going to bed.
You are *getting* up and *being dressed*.

37th day. Present a jingle with *ast, est, ist, ost, ust:*

ast, est, ist, ost, ust!
Oh, how the wind makes a dust!

ast	*est*	*ist*	*ost*	*ust*
fast	best rest	fist	cost	dust
last	chest test	grist	frost	must
mast	nest vest	mist	lost	rust
past	pest West	wrist		trust
vast	quest			

Play the Thinking-about game with different columns, giving definitions; as,

TEACHER. I'm thinking of a word that rhymes with *est* and it is the home of baby birds.

CHILDREN. (Find in column and say) . . . Nest.

Explain words that are outside the children's vocabularies before playing the game.

38th day. (*a*) Talk about politeness at the table; how to ask for things to eat. Write:

Please, may I have a *piece* of bread.
Please *give* me some milk.
Give me some meat, please.

Do not eat too fast. (OR)
Do not eat too much.
Do not *drop* anything.
Do not take the last *piece*.
Do not be *greedy*.

Write *piece, give, greedy,* and *drop* at another part of the board. Have the children find the sentence with each word. Make up new sentences.

(*b*) Teach *towards* as a sight word in a physical exercise drill:

Stand up. (SR)
Turn *towards* the right.
Turn *towards* the left.

39th day. (*a*) Teach *sp*. Key word, *spectacles*. Blend: spin, sparrow, spoon.

(*b*) Spinning Top Game to introduce new words. Write:

Who would like to play this game? (OR)
We will be *spinning tops*.
Stand up on the *floor*.
Then rise on your tip toes.
Do not fall down.
Keep your *balance*.
Then *spin* round like a top.
Stop when I say, "Stop."
[Children do, until teacher says "Stop."]

How do you *feel?*
Does it make you *feel dizzy?*

Drill by calling out words, and letting children read the whole lines.

40th day. (*a*) Review. Bring out the meaning of *curious* as allied to *curiosity*.
(*b*) Teach *str*. Key word, *straw*. Blend *string, strong, stroke*.

GROUP WORK

Note. Each day the two groups released go to project, reading, or games.

36th day. *Whole class.* Flash card drill of sight words of previous week, given to those who had diagnostic test No. 25 right. (Prospective Kitty Cats) *Medium and poor.* Silent reading drill, pp. 46–47. Teacher gives number, child reads and acts. *Poor group.* Talk over diagnostic test No. 25.

37th day. *Whole class.* Silent reading drill, pp. 46–47. Teacher (or child) reads sentence aloud, and children find number. *Medium and poor.* Railway Game with adjectives. See p. 346 for list. Add *hungry, sour, long, hot* to this list. *Poor group.* Individual help.

38th day. *Whole class.* Blackboard drill on phrases. Supplying different words in blanks. *Medium and poor.* Finding first and last words on several pages selected from 1 to 60 and reading aloud. *Poor group.* Silent reading drill, pp. 46–47.

39th day. *Whole class.* Game of "Matching First Letters." See p. 346. 19th day. *Medium and poor.* Silent reading drill, pp. 46–47. *Poor group.* Individual help, as needed.

40th day. *Whole class.* Rapid flash card drill. *Medium and poor.* "Matching First Letters" game. *Poor group.* Individual drill on new words.

NINTH WEEK

(First Reader, pages 64–73; A story and a poem)

Specific objectives.

1. To work for speed in reading silently.
2. To give review period to supervised supplementary reading.
3. To get new words from context; to teach *g* before *e*.

Materials.

1. Word cards: Sparrow (pleasant), above (pear), wash (hour — 46th day).
2. Puzzle Games.

No. 60. Sing a Song of Sixpence. No. 61. Mix a Pancake, F. R., p. 73.

New words.

41st day		*42d day*	*43d day*	*44th day*	*45th day*
sparrow (*s*)	near	wife	sweeping	asleep	mix
crows	few	pity		selfish	pancake
lined	above (*s*)	shelter		punish	stir
strong	prickly	beats			pop
pleasant (*s*)	pear (*s*)	thorns			pan
summer	hedge	cooking			fry
winter	washed (*s*)	dinner			

Phrases. *For drill:* The sparrow and the crows; one above another; prickly pear hedge; was washed away; have pity on us; give us shelter.

For supplying words at blanks: a pleasant ——; when —— came (spring, summer, winter, fall); only a few ——; I am —— the dinner; —— the pancake.

OPTIONAL AND SUPPLEMENTARY

I. Projects, occupations, and free-time activities. See p. 394.

II. Correlation with other subjects. See p. 396.

III. Supplementary song games, poems, and stories. See p. 396.

A. BASAL READING LESSONS

Note. For **Project, Word Study,** and **Group work,** each day, see pp. 394, 387, 388.

41st DAY (Pages 64–65)

Incidental reading: Opening. To lead up to birds. Get *crow* and *sparrow.*

What birds do you know? (OR)
We know the crow.
We know the sparrow.

New reading. Pages 64–65. The *Objective for the week* is to give special attention to speed and comprehension, in the fragmentary way it can be done, in the first grade. Teachers should adapt suggestions to their type of class.

Note. An easy device to help you check up is to take the back of an old tablet; rule columns on it, and there record the names of the children, in the order in which they drop heads to desk each day. A cross at child's name occurring each day shows conclusively that he needs individual attention, as do the slow readers, whose names are not recorded there. Keep names of slow readers each day on back of card.

(*a*) Get a rough estimate of speed for the upper half of class. All this week begin with picture study, then have children read as rapidly as possible to find the answer to a question. *Question,* pages 64–65: What happened to the two houses?

Tell children to lay heads on desk when they find out. Make a note of the order in which children drop heads, and when three-fourths of class have dropped heads, go quietly from one to the other (in order) and let child whisper answer to you. If wrong, make a cross against his name on your drill card.

(*b*) *Drill.* Ask questions, sentence by sentence, to force out the thought. Stress particularly the parts that answered your first question.

Review. Supplementary reading. "Sing a Song of Sixpence." See p. 434.

Seat work. To the Word Study unit (p. 387), add the following, writing it under or beside the former:

Read what is said here. (SR)
Draw the prickly pear hedge.
Draw the pleasant house
above it.
Draw what it stood on.
Draw the lady sparrow.

Color the house, the tree, the hedge,
and the lady sparrow.

Incidental reading: Dismissal. To emphasize *pleasant;*

What is pleasant to do in summer? (OR)

42d DAY (Pages 66–67)

Incidental reading: Opening. To review:

What is a prickly pear hedge like? (SR)
It has thorns.

New reading. Pages 66–67. See page 384 for procedure. *Question:* What two things did the sparrow do?

Review. Supplementary reading, "The Gingerbread Boy." See p. 455.

New words: Gingerbread, kettle, brothers, sisters, sugar, frosting, proud, heavy, touched, teeth.

Characters: man, woman, kettle, pan, Gingerbread boy, cat, dog, pig, hen, fox.

Sources: Winston Primer, p. 32.
Riverside First Reader, p. 106.
Beacon First Reader, p. 83.
Progressive Road, Bk. 1, p. 81.
New Barnes First Reader, p. 17.
Haliburton First Reader, p. 52.
Studies in Reading, Primer, p. 117.
Horace Mann First Reader, p. 125.
McClosky Primer, p. 123.
Free and Treadwell Primer, p. 11.
Story Hour First Reader, p. 19.
Story Hour Primer, p. 97.
Summers First Reader, p. 83.
Baker and Thorndike First Reader, p. 53.
Free and Treadwell Primer, p. 51.
Elson First Reader, p. 142.
Studies in Reading, First Reader, p. 95.

Sight reading. For oral reading, one child uses a book, and the rest listen.

Seat work. Add to the Word Study unit, p. 388, the following:

Draw Mrs. Crow. (SR)
Have her dressed up.
Color her like the book.
Draw what she stands on.
Color it green.

Incidental reading: Dismissal. To review:

Who are getting wet? (OR)
Why? [not building house carefully]

43d DAY (Pages 68–71)

Incidental reading: Opening. To draw children out:

(SR) What do you like to do
to help Mother?
Who likes to —— [cook, wash dishes, sweep, make beds]

New reading. Pages 68–71. See page 384 for procedure. *Question:* Would Mrs. Sparrow let the crows in?

Review. Supplementary reading, selected by teacher; or re-reading of pages 64–71; or "The Gingerbread Boy."

Seat work. Patterns: bird, table. Put clothes on the bird.

Draw Mrs. Sparrow.	Color Mrs. Sparrow green, blue, (SR)
She stands by a table.	orange, and brown.
Draw the table.	Color the table brown.
Draw two dishes on the table.	Color the dishes yellow.

Incidental reading: Dismissal. Pantomime sentences:

Sweep the floor. (SR)
Wash the dishes.
Make the bed.

44th DAY (Page 72)

Incidental reading: Opening. To recall story:

Who thought of herself? (OR)
She was selfish.

New reading. Page 72. See p. 384 for procedure. *Question:* Did the sparrow and her children enjoy the dinner she had made for the next day?

Review. Pages 64–72 rapidly, page by page, to find lines about pictures. See which children find the lines first. The first child who finds line may stand, read line aloud, and finish the page.

Write on board names of children who find first for each page.

Seat work. Freehand.

Draw two crows.	Color the crows black. (SR)
Draw a sparrow.	Color the one who was selfish.
Draw three little sparrows.	Color her brown and orange.
	Color the ones that helped.
	Color them gray and orange.

Incidental reading: Dismissal. To draw out opinions:

Which do you like best, (OR)
the crows or the sparrows?
Why?

45th DAY (Page 73, a poem)

Incidental reading: Opening. To lead up to cooking with griddle. (Man baking cakes in restaurant.)

What should you like to cook? (SR)

New reading. Page 73, "Mix a Pancake." (*a*) *Picture study.* What is the man doing? . . . How do you know he is a cook?

(*b*) *Reading silently to find out.* How many different things are done to make the pancake? . . . Why does he *mix, stir,* and *toss?* . . .

Find out what pancakes (or griddle cakes) are made of?

(*c*) *Drill.* Announce a word, and children find and read lines.

(*d*) *Oral reading* by six children in relay; then two in relay, each three sentences.

Review. A Story Party.

A story	The sparrow and the crows, pp. 64–72	10 children each a page, two for last page.
A poem	Mix a Pancake, p. 73	2 children, in relay
Mother Goose rhymes		Other children
An outside story	Supplementary reading retold	Other children

Seat work. Test of number words.

Draw one tiny pancake. (SR)
Number it one.

Draw five little birds all in a row.
Put the number five beside each.

Draw two little kites flying in the sky.
Put the number two on each kite.

Draw four little round pans in a row.
Put the number four on each pan.

Draw three pretty pears standing in a row.
Put the number three beside each.

Keep and file as a diagnostic test paper.

Incidental reading: Dismissal. In retrospect:

Who have read the best (OR)
this week?

Note. Refer to names of fastest readers, who have "gone to sleep" ahead of the others. See your card with record. (Page 384.)

WORD STUDY

41st day. (*a*) Use sight words in a story. Write on board:

Little Mrs. *Sparrow*
built a *pleasant* home.
It was on a tree
above a *prickly pear hedge.*
She could walk out
on a branch of the tree.
There she could dry things
after she *washed* them. (OR)

Note. Keep this under shade or map, to be used again later in the seat work period.

(*b*) Teach that *g* before *e* has the soft sound of *j*, as in *page.* Sound *hedge, cage, bridge.*

42d day. Write under shade:

The rain *beat* down on the hedge. (OR)
What a pity!
The Crow's house was washed away!
The poor crows have no shelter.
What will the crow and his wife do?
They will have to stand on the *thorns.*
They will have no place to *cook dinner.*

43d day. Review.

44th day. Present new words:

The sparrow children were *asleep* in bed. (OR)
They were good little sparrows.
Mrs. Sparrow did not have
to *punish* them.
Mrs. Sparrow was good to them.
Was she good to the poor crows?
She thought more of herself
than of others.
She was *selfish.* (self-ish, thinking of self)

45th day. Review.

GROUP WORK

Note. Each day dismiss good and medium groups for project reading, or games.

41st day. *Whole class.* Talk about the diagnostic tests of the last lesson. Hold papers up and have children find mistakes. Keep old seat work unit on board for children to refer to. *Medium and poor.* Phonetic drill. *Poor group.* Individual attention.

42d day. *Whole class.* Silent reading drill, pp. 46–47. Finding first or second line of direction and doing as teacher gives number. *Medium and poor.* Word or phrase flash drills. *Poor group.* Puzzle games supervised.

43d day. *Whole class.* Phrase or word drills. *Medium and poor.* Filling words at blanks in phrases, p. 383. *Poor group.* Silent reading drill, pp. 46–47.

44th day. *Whole class.* Finding numbers for title teacher announces in contents. *Medium and poor.* Silent reading drill, pp. 46–47. *Poor group.* Individual help as needed.

45th day. *Whole class.* Flash drill of cards. *Medium and poor.* Filling blanks in phrases, p. 383. *Poor group.* Individual attention.

TENTH WEEK

(First Reader, pp. 74–77)

Specific objectives.

1. To visualize a Stevenson poem.
2. To review Mother Goose.
3. To grasp three directions in order in a silent reading drill.
4. To concentrate on getting meanings of groups of words quickly.
5. To learn *tw*, and review phonetic endings.

Materials.

1. Word cards: Watch (soldier), uniforms (giant), cities (sorry — 51st day).
2. Phonic cards

Front	*Back*
[Tweet / tw]	[Tw / tw]

3. Puzzle Games.

No. 62. To bed, to bed.

No. 63. Cross patch.

New words.

	46th–47th days		*48th day*	*49th day*	*50th day*
counterpane	drills	ships	clap	(*Review*)	(*Review*)
sick	bedclothes (*s*)	fleets	twice		
toys	hills	sheets	seat		
beside	sent	cities (*s*)			
happy	leaden (*head*)	giant (*s*)			
hour (*s*)	soldier (*s*)	dale			
watched (*s*)	different	plain			
	uniforms (*s*)	among (*s*)			

Phrases. *For drill:* my toys beside me; for an hour; watched my leaden soldiers; different uniforms; among the bedclothes; planted cities; I was the giant.

For supplying words in blanks: with different ——; sent my ——; among the ——; Take your ——.

OPTIONAL AND SUPPLEMENTARY

I. Projects, occupations, and free-time activities. See p. 396.

II. Correlation with other subjects. See p. 396.

III. Supplementary song games, poems, and stories. See p. 396.

BASAL READING LESSONS

Note. For **Project, Word Study,** and **Group Work,** this week, see pp. 396, 392, 393.

46th DAY (Pages 74–75, a poem)

Incidental reading: Opening. To review Mother Goose:

Who can say "Little Bo Peep"? (SR)
Who can say "Jack and Jill"?
Who can say "Humpty Dumpty"?
Where was the sunny garden?

New reading. Pages 74–75; "The Land of Counterpane."

(*a*) *Introductory talk.* Being sick; things to do when getting well; or other poem of Stevenson. What is this new poem of Stevenson's about? . . .

(*b*) *Oral reading by teacher or reciting.* Children listen to find out.

(*c*) *Picture study.* Name all the toys. . . . What has the boy been playing? . . .

(*d*) *Reciting poem again* while children follow in book.

(*e*) *Questions to draw out content,* line by line. If a child reads carelessly have him use marker.

(*f*) *Final oral reading by teacher.* Children close eyes and listen, to see which things they would like to do, if they were sick.

Review. Re-read the poem, pages 74–75.

(*a*) *Finding answers to questions.* What three things did he play? . . . Find the lines in which he plays general, sea captain, and builder of cities. . . . Why does he call himself a giant and the land "Counterpane land"? . . . What other things could you tell him to do, when sick? What might he build with his blocks?

(*b*) *Drill.* Finding lines.

(*c*) *Final oral reading* or reciting by teacher and children alternately.

Seat work. Pattern: square (Primer).

Draw five blocks, (SR)
like the little sick boy's.

Put 1 on one block.
Put 2 on another block.
Put 3 on another block.
Put 4 on another block.
Put 5 on another block.

Put your name under them.

Incidental reading: Dismissal. Review with puzzle games:

Who can read "Jack and Jill" for me?
Who can read "Little Bo Peep" for me?
Who can read "Humpty Dumpty" for me?

47th DAY (Pages 74–75, continued)

Incidental reading: Opening. Review Mother Goose.

New reading. Pages 74–75, continued. (*a*) *Re-read poem,* alternately with children. (*b*) *Begin learning poem.*

Review. Supplementary reading. Mother Goose. P. 429.

Seat work. Freehand.

Draw a fleet of ships.
Have seven little ships in the fleet.
Put a sail on each ship.
Keep the sail white, but color the ships brown.
Color the water blue around the ships. (SR)

Incidental reading: Dismissal. To recite Mother Goose:

Who can say "Miss Muffet"? ["Mother Hubbard," "Jack Horner," "Little Boy Blue"] (SR)

48th DAY (Pages 76–77, Silent Reading Drill)

Incidental reading: Opening. Review from puzzle game cards:

Who can read "Old Woman in the Shoe"? ["Little Tommy Tucker," "Ding Dong Bell"]. (SR)

New reading. Pages 76–77. Be sure children understand "one after the other," so that they do not try to do the things simultaneously.

Silent reading drill. See pp. 329–331 for procedures. Make a point of using all of these at different times.

Review. Pages 76–77, continued.

Seat work. Freehand.

Draw a blackboard.
Draw a bookcase beside it.
Draw books in the bookcase.
Draw a bowl of flowers on top of it.
Color the blackboard black.
Color the bookcase and the books the way you want them.
Color the bowl orange.
Color the flowers red and green. (SR)

Incidental reading: Dismissal. Review Mother Goose.

49th DAY (Pages 76–77, continued)

Incidental reading: Opening. Review Mother Goose:

Who can read "Jack Sprat"? ["Mistress Mary," "Old King Cole."] (SR)

New reading. Pages 76–77, continued.

Review. Supplementary reading of Mother Goose and Mother Goose Primers.

Seat work. Patterns: ball, bird-house, top.

Draw the one (SR)
that was tossed in the pan.
Color it brown.

Draw the pleasant house
that the sparrow built.
Color it brown and yellow.

Draw the one
that went spinning round.
Color it red, blue, and green.

Incidental reading: Dismissal. Call for volunteers to recite the poems.

50th DAY (Review; Story Party)

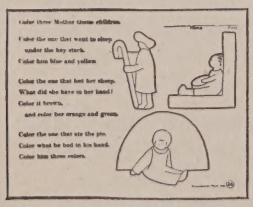
Incidental reading: Opening. Read Mother Goose: "Queen of Hearts," "Marjorie Daw," "Simple Simon."

New reading. Practice for Story Party.

Review. Story Party.

1. Poems (Chosen by the class).
2. A story re-read (Chosen by the class).
3. A play (Chosen by the class).
4. Mother Goose rhymes, read or recited.
   a. from the Primer
   b. from games
   c. from supplementary reading.

Seat work. Diagnostic test No. 26.


Color three Mother Goose children.
Color the one that went to sleep
under the hay stack.
Color him blue and yellow.
Color the one that lost her sheep.
What did she have in her hand?
Color it brown,
and color her orange and green.
Color the one that ate the pie.
Color what he had in his hand.
Color him three colors.

Color three Mother Goose children. (SR)
Color the one that went to sleep
under the hay stack.
Color him blue and yellow.

Color the one that lost her sheep.
What did she have in her hand?
Color it brown,
and color her orange and green.

Color the one that ate the pie.
Color what he had in his hand.
Color him three colors.

Incidental reading: Dismissal. Recite Mother Goose, each child dismissed as he recites a rhyme. See which are readiest.

WORD STUDY

46th day. The children will get *counterpane, leaden soldiers, different uniforms, bedclothes,* from context in your oral presentation of poem.

Present phonetic words in a railway game, joining the words by lines and letting children take trip by sounding words:

sick	happy	sent	sheets
boys	drills	ships	dale (explain meaning)
beside	hills	fleets	plain

Find words that sound alike: drills, hills; fleets, sheets.

47th day. (*a*) Teach *tw*. Key word, *Tweet*. Develop *twice*, *twig*, *twin*, and *twine*. Blend *be-tween*.

(*b*) Review double consonants.

48th day. Review words with final *ing*. Put verbs on the board, sound, add *ing*, and play Number Game: push, cry, light, know, be, try, snow, hear, sail, toss, blow, show, read, do, help, work, answer, plow, weed, pull, keep, load, start, plant, grow, build, cross, beat, punish, mix, watch, drill.

49th day. Review words ending in *er*.

(*a*) Put on board and have children underline *er:*

patter	manger	silver	answer	supper	winter	dinner
better	either	teacher	together	summer	shelter	

(*b*) Form words by adding *er* to words before children's eyes:

light	hard	fast	read	sow	farm	guess
strong	soft	fair	help	mow	build	sleep
small	warm	near	work	few	plant	March
sick	high	long	grow	cart	travel	sweep

50th day. (*a*) Review words with final *y:*

Betty	Dolly	Penny	pretty	Teddy	Jimmy	Kitty
Billy	Henny	Piggy	Pussy	glossy	sunny	Tommy

(*b*) Or general review.

GROUP WORK

Note. Each day release the good and medium groups for project, games, or supplementary reading. Work for speed in reacting to cards.

46th day. *Whole class.* Talk about diagnostic tests. *Medium and poor.* Flash card drill. *Poor group.* Help to slow pupils.

47th day. *Whole class.* Rapid phrase drill. *Medium and poor.* Finding first and last lines, pp. 64–77. *Poor group.* Help to slow pupils.

48th day. *Whole class.* Silent reading drill, pp. 46–47. Finding first or last word of the directions for a number, which teacher announces. *Medium and poor.* Filling words at blanks in phrases. *Poor group.* Help to slow pupils.

49th day. *Whole class.* Phonetic card drills. *Medium and poor.* Silent reading drill, pp. 46–47. *Poor group.* Help to slow pupils.

50th day. *Whole class.* Finding first or last lines, pp. 64–77. *Medium and poor.* Phrase drill. *Poor group.* Help as needed.

B. OPTIONAL AND SUPPLEMENTARY

I. PROJECTS, OCCUPATIONS, AND FREE-TIME ACTIVITIES

SEVENTH WEEK

The occupations for this group, pp. 50–77, should revolve about Keeping House: 7th week, making the house itself; 8th, putting in accessories; 9th, working up Housekeeping activities; 10th, planning a Mother Goose House Party.

Plan the occupational work for this week, — making the house. Materials (blocks, cardboard, etc.), location, etc. Either group or individual project. Let children do most of the planning.

EIGHTH WEEK

Note. Abundant suggestions are given, so teachers can choose what their children can do, or have the different things done by different children in a coöperative project.

Devote this week to making accessories of house, either the actual objects or pictures drawn by children.

36th-37th days. Furniture: table, chairs, bed, bookcase.

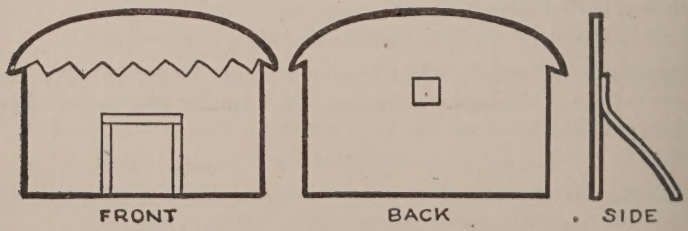
38th-39th days. Things for different rooms: Curtains to windows; paper covers for table, drawn or braided; or a clock. Lamp, wash tub, or bread box.

40th day. Letter box for in front of house; or name plate on door of house.

NINTH WEEK

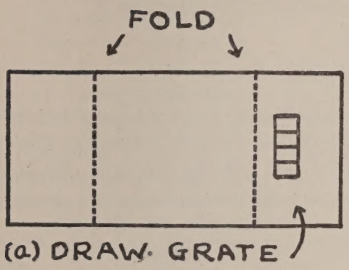
Note. This week have the work in two groups. Some sort of pasteboard should be used (shredded wheat blotters, cardboard with laundry, etc.).

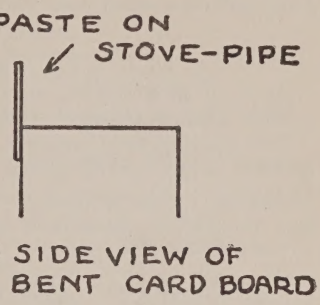
41st day. Make a stand-up bird-house of pasteboard. Kitty Cats make sparrow's house; White Mice make crow's. Color as desired. Make a support for back of picture by pasting a strip on.

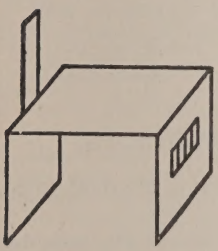


42d day. Make a stand-up sparrow (Kitty Cats) or crow (White Mice). Dress it like book.

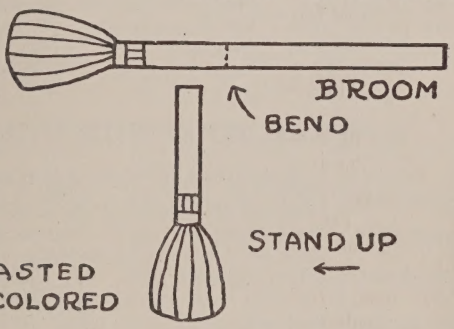
43d day. Make stand-up stove (Kitty Cats) or broom (White Mice).



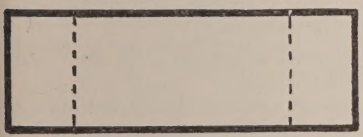




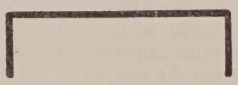
(c) STOVE-PIPE PASTED ON AND GRATE COLORED



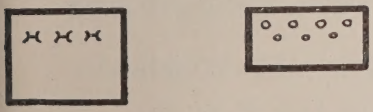
44th day. Make a bed folded from cardboard. Both groups do this.



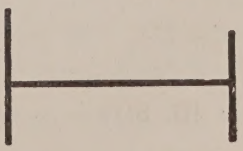
(a) BEND AT DOTS WITH RULER TO CREASE IT



(b) THIS IS WHAT YOU GET



(c) CUT TWO PIECES FOR HEAD BOARDS AND FOOT BOARDS. DRAW DESIGNS AND COLOR.



(d) PASTE THESE AT HEAD AND FOOT.

Note. This making of a bed is so simple that children who do not understand paper folding can do it.

45th day. Make a bed-spread of ordinary paper of size to fit over bed, hanging down at sides, when folded. Have children put a design on it.

TENTH WEEK

Make Mother Goose characters with clothes-pins, or by dressing bottles. Talk about all the characters. Decide which four to make each day. Write the days of the week on the board, and under each put the characters decided for that day. The boys can dress two a day among themselves (boys divided into two groups); and girls, in two:

	Girls		*Boys*	
46th day.	Jill	Little Bo-Peep	Jack	Humpty Dumpty
47th day.	Miss Muffet	Old Mother Hubbard	Jack Horner	Little Boy Blue
48th day.	Mother Goose	Old Woman in Shoe	Tommy Tucker	Little Johnny Stout
49th day.	Mistress Mary	Jack Sprat's Wife	Jack Sprat	Old King Cole
50th day.	Marjorie Daw	Queen of Hearts	Simple Simon	Knave of Hearts

II. CORRELATION WITH OTHER SUBJECTS

The following suggestions apply to the selections given in the third group, pp. 50–77. The teacher should select to suit her needs.

Picture study. *Perry Pictures.* Crow (9026, 2 cts.); Feeding her birds (526); woman churning (519); chimney place (1068B).

Conversation. How the sun seems to move; how shadows are formed; what is a good breakfast; ways to play house; going fishing; household activities; things to do when sick. When the shadow work is being taken there is an admirable opportunity for an object lesson with the sun-dial, if one is available.

Story-telling. "Building a House," and "Sparrows and Crows" retold.

Dramatization. "Sparrows and Crows," pp. 64–72.

Pantomime. Household activities; spinning top; fishing.

Language. A House Booklet. Cut and paste pictures of things used in the house; as, furniture, etc. A toy booklet.

Nature study. How shadows are made; good vegetables to raise; day and night; birds' nests.

Incidental numbers. Up to 77 in finding pages.

Collections. Substitutes for dishes; materials to use in building a house (blocks, stones, building blocks, old boxes, etc.); stones for laying out a walk. Discarded toys.

Games. Spinning Top, p. 382.

III. SONG GAMES, POEMS, AND STORIES

Songs games.

(*a*) "Robin Redbreast." Gaynor's *Songs of Child's World*, p. 73.

(*b*) "My Top." Bentley's *Play Songs*, p. 23.

(*c*) "Sing a Song of Sixpence," Bentley's *Play Songs*, p. 38.

(*d*) "The Muffin Man." Hofer's *Children's Singing Games*, p. 19.

Oh, do you know the muffin man,
The muffin man, the muffin man?
Oh, do you know the muffin man,
Who lives in Drury Lane?

Oh, yes, I know the muffin man,
The muffin man, the muffin man.
Oh, yes, I know the muffin man,
Who lives in Drury Lane.

The children take hands in a circle, while one in the center sings the first two lines and dances up to another child who answers with the third and fourth lines and joins him in the center. Then the two of them sing, "Two of us" and the last chosen child selects another to join them, until all are chosen, when the children sing "All of us know the muffin man."

Game. The teacher can make this a game in recognition of number words by writing on the board —— *of us* and inserting at the blank number words to indicate how many are needed to play; as, "Ten of us," "Nine of us," etc.

She then designates a child as leader, who selects another, who in turn selects another until the number is complete. To associate the game with word cards, call the cards muffins, place them on the blackboard ledge and have a child select one after he is chosen to show that he is entitled to play. When the child has picked up a card and said its name, you may pretend that the desk is the oven and tell him to lay it in the pan to bake. (Child lays on desk.)

Mother Goose rhymes for the children to read. Copy on board.

(*a*) "Little Polly Flinders." P. 433.
(*b*) "Good night." P. 433.
(*c*) "Cross Patch." P. 434.
(*d*) "To bed, to bed," P. 434.
(*e*) "Daffy down dilly." P. 434.
(*f*) "Tom, Tom." P. 434.
(*g*) "Sing a Song of Sixpence." P. 434.
(*h*) "Polly put the Kettle on." P. 434.
(*i*) "The Queen of Hearts." P. 434.
(*j*) "Little Robin Redbreast." P. 434.
(*k*) "Wash the dishes." P. 434.

Other poems:

(*a*) "Making a House." Peabody. *Riverside Second Reader*, p. 16.
(*b*) "What is Pink?" Rossetti. P. 439.
(*c*) "Who likes the Rain." Bates. P. 442.
(*d*) "A Humming Top." Eugene Field.
(*e*) "The Rainbow." *Riverside Primer*, p. 49.
(*f*) "What does little Birdie say?" Tennyson. P. 442.
(*g*) "System." Stevenson. P. 437.
(*h*) "Only one Mother." Cooper. P. 442.
(*i*) "To the Baker's Shop." *Riverside Primer*, p. 86.
(*j*) "A Thought." Stevenson. P. 437.

Stories to tell the children.

(*a*) "The Cloud." Bryant's *Stories to Tell Children*, p. 5.
(*b*) "The Pied Piper." Bryant's *How to Tell Stories*, p. 145.
(*c*) "Little Black Sambo." Bannerman.
(*d*) "The Oriole's Nest." Wiggin and Smith's *Story Hour*, p. 29.
(*e*) "The Nest of Many Colors." Poulsson's *In the Child's World*, p. 297.
(*f*) "How the Home was Built." Lindsay's *Mother Stories*, p. 448.

Stories for the children to read.

(*a*) "The Rain." *Riverside Primer*, pp. 47–48.
(*b*) "The Seasons." *Riverside First Reader*, p. 88.
(*c*) "Betty's Dolly." *Riverside Primer*, pp. 18–23.
(*d*) "Gingerbread Boy." *Riverside First Reader*, p. 100.
(*e*) Supplementary Mother Goose.

NOTES

IV. AN EXTRA WEEK OF SUPPLEMENTARY READING

Purpose. See p. 336.

FOLK-TALES, STORIES, AND POEMS FOR CHILDREN TO READ

1. Three Billy Goats Gruff.

New words. Gruff, bridge, troll, field, wicked, dwarf, berries, afraid, instead.

Characters. Three Billy goats, troll.

Sources: Elson First Reader, p. 24.
Baker and Thorndike First Reader, p. 13.
Easy Road to Reading, First Reader, p. 15.
Horace Mann First Reader, p. 64.
New American Readers, Bk. 1, p. 119.
"Ship" Literary Reader, I, p. 98.
New Barnes Primer, p. 55.
Studies in Reading, First Reader, p. 129.
Beacon First Reader, p. 54.

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2. Titty Mouse and Tatty Mouse.

Sources: Beacon First Reader, p. 42.
Baker and Thorndike First Reader, p. 74.
McCloskey Primer, p. 138.
New Barnes First Reader, p. 66.
Winston First Reader, p. 78.
Gordon First Reader, p. 11.

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3. Town Mouse and Country Mouse.

Sources: Summers First Reader, p. 89.
Free and Treadwell, First Reader, p. 57.
Progressive Road, Bk. I, p. 109.
Haliburton First Reader, p. 20

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4. Dutch Twins Primer.[1] By Lucy Fitch Perkins.

Note. New words are given after the readings. This is an excellent book to stimulate reading, for the weaker children can read the early stories, and the stronger children the later. If a teacher has only one book (even only a library copy) the children can read silently and retell. Use the reading of the book as a reward.

(*a*) Kit and Kat, pp. 1–3 (Dutch, years, both)

(*b*) The Loose Tooth, pp. 4–15 (loose, tooth, choke, hurt, brave, dare, tied, slam)

(*c*) The surprise, pp. 16–24 (whisper, surprise, boat, canal, drown, stake, drove)

(*d*) The Farmers, pp. 25–37 (wide, deep, spade, leaves, grew, Heiny, easy)

(*e*) The Rabbits, pp. 38–51 (basket, hanging, against, sacred, screamed, smelled, stuck)

5. Mother Goose Primers and First Readers.

Natural Method Primer.
Young and Field Primer and First Reader.
The Fox Primer.
Story Hour Primer.
Merrill Primer.
Riverside First Reader.
Mother Goose Primer (Wiley). Merrill.
Rhyme and Story Primer (Blaisdell).
Heart of Oak, Book I, pp. 1–58.

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6. This is the House that Jack built. *Mother Goose.*

Sources: Riverside Primer, p. 74.
Beacon First Reader, p. 22.
Studies in Reading, Primer, p. 68.
Easy Road to Reading, Primer, pp. 80, 90.
Merrill Primer, p. 36.
Heart of Oak, Book I, p. 34.

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7. Over in the Meadow. Olive Wadsworth.

Sources: Magee Primer, p. 74.
Merrill Second Reader, p. 40.
Story Hour, First Year, 2d half, p. 61.
Heart of Oak, Book I, p. 30.
Beacon Second Reader, p. 89.
Edson-Laing Second Book, p. 71.

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8. What are little boys made of? *Mother Goose.* Copy on board. P. 434.

9. Swift and sure. Rossetti. P. 439.

10. A Spider Web. *Riverside First Reader*, p. 11.

[1] Published by Houghton Mifflin Company.

STORIES TO TELL TO THE CHILDREN

(*a*) "Little Jackal and the Lion." Bryant's *Stories to Tell*, p. 15.

(*b*) "Dust under the Rug." Lindsay's *Mother Stories*, p. 157.

GROUP IV: "A VISIT TO THE WOODS"

(First Reader, pages 78–95)

Note. *Content:* Story; three poems; silent reading drill.
Pictures: To stimulate conversation, as in other groups.

Plan of work. The following outline gives the work by weeks:

A. BASAL READING LESSONS AND WORD STUDY.

11th week. First Reader, pp. 78–90,
Henny Penny, or Chicken Little, etc.

12th week. First Reader, pp. 91–95,
The Little Pine Tree, etc.

B. OPTIONAL AND SUPPLEMENTARY. (See p. 411.)

I. **Projects, occupations, and free-time activities.** See p. 411.
II. **Correlation with other subjects.** See p. 411.
III. **Supplementary song games, poems, and stories.** See p. 412.
IV. **An extra week of supplementary reading.** See p. 412.

NOTES

A. BASAL READING LESSONS AND WORD STUDY

ELEVENTH WEEK

("Little Girl Blue," pages 78–90)

Specific objectives.

1. To grasp main ideas of organization in reading silently.
2. To read more rapidly.
3. To practice for a Story Party.
4. To review phonetics; to teach *ind.*

Materials.

1. Patterns: Birds' nest, bear, lion, deer.
2. Word cards: learn (berries), animals (people), their (hearts), lettuce (smooth — 56th day).
3. Phonic card: *ind.*

Front	*Back*
find ind	ind

4. Puzzle Games Nos. 64–67.

No. 64. Wee, Willie Winkie.
No. 65. Tennyson's "What does Little Birdie say?"
No. 66. Cooper's "Only One Mother."
No. 67. What are Little Boys made of?

New words.

51st day	*52d day*		*53d day*	*54th day*	*55th day*
sorry (*s*)	piled	Hearts (*s*)	behind	hope	(*Review*)
woods (good)	leaves	ease	peeped	bees	
learn (*s*)	nest	don't (*s*)	family	bugs	
log	worms (*s*)	forget	lettuce (*s*)	caterpillars	
talked (*walk*)	their (*s*)	these	hardly	always (*s*)	
animals (*s*)	bills		begin		
nobody			heard (*earth*)		
people (*s*)			same		
forever					
nuts					
berries (*s*)					

Phrases. *For drill:* I am sorry; just people; nuts and berries; the father bird; in their bills; don't forget; a pile of lettuce leaves; same little song.

For supplying words at blanks. the animals —— ; behind a big ——; a family of ——; begin to ——; heard the ——; I hope they ——; The —— sang it; I will always ——.

OPTIONAL AND SUPPLEMENTARY

I. Projects, occupations, and free-time activities. See p. 411.
II. Correlation with other subjects. See p. 411.
III. Supplementary song games, poems, and stories. See p. 412.

A. BASAL READING LESSONS

Note. For **Project, Word Study,** and **Group Work,** this week, see pp. 411, 404, 405.

51st DAY (Pages 78–79)

Incidental reading: Opening. To introduce setting of story:

What would you see in the woods? (OR)

New reading. Pages 78–79. (*a*) *Picture study.* The home scene and characters.

(*b*) *Silent reading to find big ideas.* Why is the mother scolding? . . . What is she saying? . . . What did Girl Blue do? . . . What did she say? . . .

(*c*) *Re-reading to find smaller ideas* — the details. What was the little girl's name? . . When could she come home again? . . . What did she do in the woods? . . . How did she think she would live? . . . etc.

(*d*) *Thought questions.* Why is she called Little Girl Blue? . . . Should Girl Blue say Please? . . . Why? . . . What will she do when night comes?

(*e*) *Drill.* Finding thoughts. The teacher reads the first line of a paragraph, and the children find and finish.

Review. Supervised supplementary reading, with books on hand; or pp. 78–79 re-read.

Seat work. Freehand.

Draw a log. (SR)
Draw Little Girl Blue
sitting on the log.

Draw some berries
growing at one side of her.
Draw some nuts
on the ground on the other side.

Color the log brown, the girl blue,
the berries red,
and the nuts brown.

Incidental reading: Dismissal. Play an animal game. Children volunteer names of animals:

What animal do you know? (OR)

52d DAY (Pages 80–81)

Incidental reading: Opening. To review:

Where was Little Girl Blue last night? (SR)

New reading. Pages 80–81. See procedure on p. 401.

(*a*) *Organization questions.* Make up a question for each section.

(*b*) *Thought questions.* What time of year is it? [late spring, or summer, bird's nest] . . . How could Please be a key? . . . Why did not Girl Blue like to hear birds say Please? . . .

Review. Supervised supplementary reading of books on hand; or re-reading of pp. 78–81, and playing of the story.

Seat work. Freehand.

Draw a big tree. (SR)
Draw a bird's nest in it.

Have the nest fit into a branch.
Draw three baby birds.

Draw Little Girl Blue
running away.

Color her blue,
the nest brown,
the birds gray,
and the tree brown.

Incidental reading: Dismissal. To stimulate thought:

What do you think (OR)
Little Girl Blue saw next?

53d DAY (Pages 82–84)

Incidental reading: Opening. Copy "There was an owl" (Mother Goose, p. 435) on board and read. Then write:

What would the owl say to Girl Blue? (SR)

New reading. Pages 82–84.

(*a*) *Careful reading* of pp. 82–83. See procedure on p. 401.

(*b*) *Rapid reading* of p. 84 to find out what she did with the Bunnies. When children find out they lay heads on desks and go to sleep. Take score card and record names. See p. 384.

Review. Re-read pp. 78–84 to play story.

Seat work. Patterns: rabbit, cabbage.

Draw the father and mother rabbits (SR)
sitting on either side of a cabbage plant.
Draw a squirrel
running up a tree.

Color the rabbits brown,
and the cabbage leaves green.
Color the squirrel gray
and the tree brown.

Incidental reading: Dismissal. To draw out:

Would you like to be a rabbit? (SR)
What could you do?
Tell me to-morrow.

54th DAY (Pages 85-89)

Incidental reading: Opening. Recite "Bye, Baby Bunting." P. 432.

New reading. Pages 85–89. A silent reading test of speed. Use score card for records. (*a*) *Read page 85* aloud. Have children turn pages together at your signal. Have them use markers to prevent jumping down the page.

(*b*) Pages 86–87. The first test and score.

TEACHER. "Put your marker over the top line of page 86 [children do.] . . . Now begin at the top and read to find out whether all the animals said Please. When you find out, shut your book right away, put your head quietly down on the desk and play Go-to-sleep, so Miss —— will know that you have found out." [Record names of three-fourths of the class in the order in which they drop heads when they reach the last six lines on page 87.]

Wake the "sleeping" children, call them to you in a corner, and have them put fingers to lips to keep a secret, and then one by one come up and whisper what the book said. [All the animals sang it.] You check off the wrong ones.

(*c*) Conversation and picture study after reading. Pp. 85, 87. *Question:* "Where were the squirrels hiding the nuts?" . . .

(*d*) Repeat procedure for pp. 88–89. They read to find answer: "What did Girl Blue say she would do?" [Record names in order on score card.]

Repeat the "waking" process described above, go to another corner and have children tell again. This gives you a chance to double check the children who give wrong answers.

Review. Pages 78–89. Practice for Story Party.

Seat work. Patterns: table, squirrel.

Draw a table.
Put a father squirrel
at one end.
Put a mother squirrel
at the other.
Put two dishes
on the table.
Color the table black. (SR)
Color the one squirrel red,
and the other gray.
Color the dishes yellow.

Incidental reading: Dismissal. Something to think about:

Where had Girl Blue been all this time? [asleep in leaves]

55th DAY (Review; Story Party; page 90)

Incidental reading: Opening. To lead up to play:

Could we play the Girl Blue story? (SR)
Where could her home be?
Where could the woods be?
How could she play being asleep?
Were these real animals
or dream animals?

New reading. (*a*) Read page 90 aloud.

(*b*) Talk over whole story from pp. 78–90. Find the smaller stories (use as scenes). Let the children act these scenes, while Little Girl Blue lies sound asleep. She curls up on seat and children do them in front of her. Prefix a beginning and a closing scene at her home.

Scene I. Her home, when she leaves.
Scene II. The woods, and her three adventures.
Scene III. Her home, when she comes back.

(*c*) *Questions:* What three other live things did she hear say please? [bee, bug, caterpillar] . . . Make up a scene for them. Who else will be glad to see her home again besides her mother? [cat and kitten, picture p. 89]

Review. Story Party. Invite a guest. The ten or fifteen children who read fastest and could answer questions, will wear a big **A**.

Three poems (class choose)	3 children
A story, a child a page, pp. 78–90	13 children
A play, pp. 78–89. (See characters in pictures)	23 children

Seat work.

Who said Please in the woods? (SR)
Draw three different ones.

Put . under the one who said Please first.
Put × under the one who said it next.
Put 0 under the one who said it last.

Color them as you want them.

Incidental reading: Dismissal. Recite the Please song.

WORD STUDY

51st day. (*a*) Make up a story for the sight words.
(*b*) Blend: walk, chalk, talk.

52d day. Review.

53d day. (*a*) Teach *ind.* Key word, *find.* Blend: bind, blind, grind, mind, rind, wind.
(*b*) Review.

54th–55th days. Review.

GROUP WORK

Note. Release pupils each day for supplementary reading.

51st day. *Whole class.* Talk about diagnostic tests. *Medium and poor.* Silent reading drill, p. 76. *Poor group.* Individual help.

52d day. *Whole class.* Card drills. *Medium and poor.* Finding page and reading first or last line. *Poor group.* Silent reading drill, p. 76.

53d day. *Whole class.* Silent reading drill, p. 76. *Medium and poor.* Phrase drills. *Poor group.* Individual help.

54th day. *Whole class.* Match of cards. *Medium and poor.* Silent reading drill, p. 76. *Poor group.* Phonetic drill.

55th day. *Whole class.* Blackboard filling blanks in phrases. *Medium and poor.* Flash card drill. *Poor group.* Individual help.

NOTES

TWELFTH WEEK

(Pages 91–95)

Specific objectives.

1. To visualize three poems and learn one of them.
2. To get the full thought from groups of words.
3. To improve in quickness and accuracy in reading three things to do.
4. To review phonetics.

Materials.

1. Patterns: caterpillar, cocoon, butterfly.
2. Word cards: change (believe), wonderful (postman), wrote (which).
3. Diagnostic test No. 27.
4. Puzzle Games:

No. 68. There was a little man. No. 69. The Dewdrop, F. R., p. 92.
No. 70. The Postman, F. R., p. 93.

New words.

56th day		*57th day*	*58th day*	*59th day*	*60th day*
change (*s*)	creeps	dewdrop	postman (*s*)	which	(*Review*)
funniest (*s*)	furry	gem	never (ever)	short	
crawly	wonderful (*s*)	believe (*s*)	late		
coat	butterfly	star	rings		
smooth (*s*)	strange		bell		
	(change)		note		
			wrote (*s*)		

Phrases. *For drill:* change from day to day; a crawly bug; coat all smooth; very strange; drop of dew; The postman; Never early.

For supplying words at blanks: The funniest ——; wonderful to ——; I believe ——; which ——; a very short ——.

OPTIONAL AND SUPPLEMENTARY

I. Projects, occupations, and free-time activities. See p. 411.
II. Correlation with other subjects. See p. 411.
III. Supplementary song games, poems, and stories. See p. 412.

A. BASAL READING LESSONS

Note. For **Project, Word Study,** and **Group Work,** each day, see pp. 411, 410.

56th DAY ("Growing," page 91)

Incidental reading: Opening. To lead up:

Who said Please in the woods? (SR)

New reading. Page 91. (*a*) *Introductory talk* on caterpillar, cocoon, butterfly. (*b*) Picture study, p. 91.

(*c*) *Teachers' reading aloud* of poem to see why it is called "Growing."

(*d*) *Identifying lines* for objects in picture.

(*e*) Finding descriptive words.

(*f*) *Pantomime* of the three stages by children.

(*g*) *Oral reading by children.*

(*h*) *Final oral reading by teacher.*

Review. Learn the poem. See procedure, p. 328.

Seat work. Patterns: caterpillar, cocoon, butterfly.

Draw a crawly bug. (SR)
Draw its little house.
Draw the wonderful butterfly.

Which is he first?
Number it 1.
Which is he next?
Number it 2.
Which is he last?
Number it 3.

Color them like the book.

Incidental reading: Dismissal.

Which do you like the better (SR)
the caterpillar or the butterfly?

57th DAY ("A Dewdrop," page 92)

Incidental reading: Opening. To review.

What did the animals say (SR)
in the woods? [Children recite poem, p. 91]

New reading. Page 92. (*a*) *Picture study.* — What different things do you see there? [spider, web, dewdrop, grass] . . . Which is poem about?

(*b*) *Read to see.* Questions: What is the dew like? . . . Where is it during the day? . . . What might it be at night? . . . Where? . . . Did you ever see a star fall? . . . What good does the dew do?

(*c*) *Find* lines that rhyme.

(*d*) *Learn* by saying alternately.

Review. Supervised supplementary reading, "Henny Penny," or "Chicken Little."

This may be reserved for the week of supplementary reading if the teacher wishes to do further work on the Girl Blue Story.

Sources:

Beacon First Reader, p. 29.
Winston Primer, p. 46.
Horace Mann First Reader, p. 110.
Everyday Classics, First Reader, p. 66
Heart of Oak, Book, I, p. 79.
New Barnes First Reader, p. 76.
McClosky Primer, p. 111.
New American Reader, Bk. I, p. 60.
Free and Treadwell Primer, p. 65.
New Barnes First Reader, p. 6.
Merrill First Reader, p. 60.
Progressive Road, Bk. 1, p. 32.
Summers First Reader, p. 35.
Easy Road to Reading, Primer, p. 104.
"Ship" Literary Reader I, p. 60.
Aldine Book I, p. 131.
Holton Primer, p. 97.

Seat work. Freehand of a night scene.

Draw a big web. (SR)
Draw the bug
that lives in it.
Color the bug black.
Draw a star in the sky.
Color it yellow.
Draw the moon, too.
Color the moon yellow.

A phonetic test: See who fail to recognize the phonetic word *moon.*

Incidental reading: Dismissal. Write:

The man in the moon (OR)
Came down too soon.

58th DAY ("The Postman," page 93)

Incidental reading: Opening. To lead up:

Does the Postman come (SR)
to your house?
What does he bring?

New reading. Page 93. (*a*) *Oral reading by teacher.*

(*b*) *Picture study.* — Find four things that show that the man is a postman.

(*c*) *Silent reading to find answers to questions:* Does he come every day? . . . When? . . . Is he on time? . . . How often does he ring the bell? . . . Why? . . . What does the little boy wish? . . .

(*d*) *Alternate oral reading* by teacher and pupils.

(*e*) *Finding lines* that sound alike at the end.

Review. Supplementary reading, "Henny Penny." See p. 408.

Seat work. Patterns: man and boy of primer.

Draw a step.
Draw a little boy
standing on the step.
Draw the postman
beside him.
He has a cap on his head. (SR)
He has a bag.
He has a letter in his hand.
Color the boy and the postman.

Incidental reading: Dismissal. Competition in saying poems learned.

59th DAY ("Doing Three Things," pages 94–95)

Incidental reading: Opening. To express likes:

Which poem do you like best? (OR)
[Tell the word *poem*]

New reading. Pages 94–95. Silent reading drill for speed and accuracy. See procedures on pp. 329–331.

Review. Supervised supplementary reading.

Seat work. Patterns: bear, mouse, fox.

(SR) Draw a brown bear.
Draw a gray mouse
at the right of him.
Draw a red fox
at the left of him.

Put a green coat on the fox.
Put a blue hat on the mouse.
Put orange shoes on the bear.

Incidental reading: Dismissal. Test the hearing of three directions given orally.

60th DAY (Pages 94–95, continued)

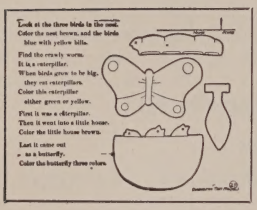
Incidental reading: Opening. Competition in saying Mother Goose rhymes.

New reading. Pages 94–95, continued. See procedures, pp. 329–331.

Review. Supervised supplementary reading. "The Little Pine Tree." Or other books.

Sources: Beacon Primer, p. 90.
Riverside Primer, p. 109.
Holton Curry First Reader, p. 63.
Elson First Reader, p. 101
Parmly First Reader, p. 7.
Summers First Reader, p. 15.

Seat work. Use diagnostic test No. 27, or hectograph from patterns of bird's nest, caterpillar, cocoon, butterfly; and distribute.


Look at the three birds in the nest.
Color the nest brown, and the birds blue with yellow bills.
Find the crawly worm.
It is a caterpillar.
When birds grow to be big, they eat caterpillars.
Color this caterpillar either green or yellow.
First it was a caterpillar.
Then it went into a little house.
Color the little house brown.
Last it came out as a butterfly.
Color the butterfly three colors.

Look at the three birds in the nest. (SR)
Color the nest brown, and the birds
blue with yellow bills.

Find the crawly worm.
It is a caterpillar.
When birds grow to be big,
they eat caterpillars.
Color this caterpillar
either green or yellow.

First it was a caterpillar.
Then it went into a little house.
Color the little house brown.

Last it came out
as a butterfly.
Color the butterfly three colors.

Incidental reading: Dismissal. Pantomime:

Play blue birds and fly home. (SR)

WORD STUDY

Review week. See summaries on page 425.

GROUP WORK

Each day dismiss good and medium groups for supplementary reading.
Whole class. Flash phrase card drill.
Medium and poor. Flash word card drills.
Poor group. Flash phonetic drill.

NOTES

C. OPTIONAL AND SUPPLEMENTARY

I. PROJECTS, OCCUPATIONS, AND FREE-TIME ACTIVITIES

ELEVENTH WEEK

51st day. Make stand-ups of trees (or draw and color tree pictures) for the woods. A wire stretched along the wall will hold the stand-ups of trees and suggest the woods.

52d day. Stand-ups (or pictures) of wild animals: Bear, Lion, Deer, Fox, etc.

53d day. Paper doll stand-up of Little Girl Blue.

54th day. Paper doll of her mother.

55th day. A frieze of acorns and oak leaves for blackboard.

TWELFTH WEEK

56th day. Draw and color brilliant butterflies for a frieze (pattern).

57th day. Make a picture of cocoon and caterpillar.

58th day. Draw a big spider's web.

59th day. Draw a letter to mail. Draw a stamp on it. Write somebody's name on it.

60th day. Make a stand-up postman.

II. CORRELATION WITH OTHER SUBJECTS

The following suggestions apply to the weeks 11–12. Teachers should select to suit needs.

Picture study. *Perry Pictures.* Rabbits (1321), squirrels (1062B), butterfly (9173, 2 cts.).

Conversation. Being polite, at home, in school, on the street, in stores; the polite way to ask for things. Things to see in woods. What acorns are; experiences of postman, of butterfly, of dewdrop.

Story-telling. Story retold, pp. 78–89.

Dramatization. Story, pp. 78–89.

Pantomime. The rabbits' or squirrels' tea party; the postman.

Language. A Woods Booklet, with pictures of things seen there and a thought written under each. Person's name on a letter.

Nature study. Kinds of trees; animals found in woods; toadstools and mushrooms; how butterfly evolves from cocoon; how dew is formed, its value.

Incidental numbers. Recognizing page numbers to 95 quickly.

Collections. Pictures of trees; animals in woods; bees, bugs, caterpillars; cocoon and butterflies; acorns; grasses.

III. SUPPLEMENTARY SONG GAMES, POEMS, AND STORIES

Song games.

(*a*) "The Squirrel." Smith's *Songs for Little Children*, p. 60.

(*b*) "Stars and Daisies." Smith's *Songs for Little Children*, p. 68.

Mother Goose rhymes for children to read.

(*a*) "The Moon." P. 434.

(*b*) "There was an owl," P. 435.

(*c*) "Wee, Willie, Winkie." P. 435.

(*d*) "There was a little man." P. 435.

Other poems:

(*a*) "The Swing." Stevenson. *Riverside First Reader*, p. 437.

(*b*) "There was a little girl." Longfellow. P. 443.

(*c*) "Eight o'clock." Rossetti. P. 439.

(*d*) "Daisies." Sherman. *Riverside Primer*, p. 64.

Stories to tell children.

(*a*) "Why the owl cries, 'Hoot.'" Olcott. P. 452.

(*b*) "Raggylug." Ernest Thompson Seton. Bryant's *How to Tell Stories*, p. 130.

(*c*) "Lessons in Faith." Gatty. Poulsson's *In the Child's World*, p. 307.

(*d*) "King of the Golden River." Ruskin. Bryant's *How to Tell Stories*, p. 64.

IV. AN EXTRA WEEK OF SUPPLEMENTARY READING

Purpose. See p. 336.

FOLKS-TALES, STORIES AND POEMS FOR CHILDREN TO READ

Note. For sight reading or oral reading a single copy will suffice for a class.

1. Fox, Hen, and Bag Story.

Sources: Story Hour Primer, p. 50.
Child's World First Reader, p. 108.
Everyday Classics, Primer, p. 84.
Winston First Reader, p. 2.
Studies in Reading, First Reader, p. 110.
Gordon First Reader, p. 42.
Horace Mann First Reader, p 38.

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2. The Straw Ox.

Sources: Gordon First Reader, p. 68.
Free and Treadwell First Reader, p. 39.

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3. Dutch Twins Primer. Lucy Fitch Perkins.

(*a*) Going to market, pp. 52–69 (vegetables, ready, bunches, twelve, carried, quart, measure, enough, rich, minute, hugged).

(*b*) Dog days, pp. 70–83 (squawked, pasture, yelp, serve, politely).

(*c*) The Dog Cart, pp. 84–99 (nicest, harness, aprons, stable, remembered, worst, blood, hearth).

4. Night before Christmas. *Riverside Primer*, pp. 113–115, 117–118.
Aldine Book I, p. 86.
Haliburton First Reader, p. 113.
Holton Curry Second Reader, p. 65.
Baker & Thorndike Third Reader, p. 140.
Heart of Oak, Book III, p. 159.
Progressive Road, Book III, p. 106.

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5. Other supplementary books.

STORIES TO TELL TO THE CHILDREN

(*a*) "Little Red Riding Hood."

(*b*) "Little Jackal and Alligator." Bryant's *Stories to Tell*, p. 72.

(*c*) "The Red Thread of Courage." Bryant's *How to Tell Stories*, p. 78.

GROUP V: "PLAYING CIRCUS"

(First Reader, pages 96–120)

Note. *Content.* Two stories, the first to stress comprehension and organization; the second, speed; a fable with *do* and *say;* a poem; a test for speed and comprehension; and a word list and games inside back cover for review.

Pictures. To emphasize big parts of a story (organization); to stimulate conversation.

Plan of work. The following gives the work by weeks:

A. BASAL READING LESSONS AND WORD STUDY.

13th week. First Reader, pp. 96–104.
The Three Bears, etc.

14th week. First Reader, pp. 105–120.
Who killed Cock Robin?

B. OPTIONAL AND SUPPLEMENTARY. (See p. 423.)

I. Projects, occupations, and free-time activities. See p. 423.
II. Correlation with other subjects. See p. 423.
III. Supplementary song games, poems, and stories. See p. 423.
IV. Two extra weeks of supplementary reading. See p. 424.

NOTES

A. BASAL READING LESSONS AND WORD STUDY

THIRTEENTH WEEK

(Pages 96–104)

Specific objectives.

1. To improve comprehension and speed of silent reading.
2. To test approximately speed and comprehension.
3. To practice oral reading for a Story Party.
4. To review phonetics.

Materials.

1. Patterns: cup, saucer, spoon.
2. Word cards: afraid (lion).
3. Diagnostic test No. 28.
4. Puzzle Games Nos. 71–72.
   No. 71. Diddle, Diddle Dumpling. No. 72. Handy Spandy.

New words. See Word Study, page 417.

61st day		*62d day*		*63d day*	*64th day*	*65th day*
tail	easy	rose	worse (*work*)	lion (*s*)	roar	(*Review*)
cold	pond	sunset	slowly	King	moment	
should (*could*)	frozen	afraid	growled	matter	nearer	
	hole	dark				

Phrases. *For drill:* I should like; the frozen pond; not afraid of the cold; Worse than that; met the lion; for a moment.

For supplying words at blanks: the frozen ——; not be afraid of ——; growled to ——; ——the lion; ——a moment.

OPTIONAL AND SUPPLEMENTARY

I. Project, occupations, and free-time activities. See p. 423.

II. Correlation with other subjects. See p. 423.

III. Supplementary song games, poems, and stories. See p. 423.

A. BASAL READING LESSONS

Note. Project, Word Study, and **Group Work,** each day, pp. 423, 417.

61st DAY (Pages 96–98)

Incidental reading: Opening. Was it warm or cold this morning? (OR)

New reading. Pages 96–98. See procedure, p. 401.

Thought questions: What would one have to do to fish through the ice? . . . Must a person be big and strong to catch a little fish? . . . Why did the fox say so? . . .

Review. Supervised supplementary reading with books at hand; or pp. 96–98 re-read.

Seat work. Patterns: bear, fox, fish.

Draw a bear.
Put in his eye, mouth and legs.
Color him brown.

Draw a fox.
Put in his eyes and feet.
Color him red and white.

Draw a fish.
Color it orange.

Put ○ under the one (SR)
who was going to show
how to catch fish.

Put X under the one
that wanted to learn.

Put O under the one
that they want to catch.

Incidental reading: Dismissal. To review.

Have you ever seen a frozen pond? Where? (SR)

62d DAY (Pages 99–101)

Incidental reading: Opening. Will the bear get cold? (SR)

New reading. Pages 99–101. See procedure, p. 401.

Questions: What did the fox say to make the bear think himself much better than other animals? [Bring out idea of *flatter*] . . . How long did the bear fish? . . . Would he have lost his tail if he had stopped fishing soon after the fox went away? [Takes time to freeze] . . . Why did he go slowly? . . . Why did the fox laugh? . . . What do we mean by calling a person "foxy"?

Review. Supervised supplementary reading, of other books; or re-reading of pp. 98–101.

Seat work. Patterns: fox, bear, grapes, fish. Children put in details.

Draw a bear, a fox,
a fish, and some grapes.
Color them as you like.

Put a cross
under the one that lost his tail.

Put a dot under the one (SR)
that the bear liked to eat.
Put ○ over those
the fox once said were sour.
Put your name under the one
that played a trick on a bear.

Incidental reading: Dismissal. To compare:

How was this fox like Friend Fox (OR)
of the other story?

63d DAY (Page 102)

Incidental reading: Opening. When is the ground frozen? (SR)

New reading. Page 102.

(*a*) Read dialogue silently and act. (*b*) Read orally to verify. (*c*) Does the Lion feel very sorry for the bear? . . . (*d*) Picture study, pp. 96–101. Show how they present the meeting, the plan, and the conclusion of the story. Have children find other lines for which they would like to see pictures. (*e*) Bring out the idea that bigness and strength of body do not always mean bigness of mind. The big bear was fooled. He did n't think. Could a tail catch fish?

Review. Supervised supplementary reading. "The Three Bears."

New words: middle-sized, Goldenhair, tasted, lying, thirsty, pitcher, parlor, woman, knocked, huge, upstairs.

Characters: Goldenlocks, big bear, middle-sized bear, little bear.

Sources: Winston Primer, p. 96.
Merrill Primer, p. 112.
Everyday Classics Primer, p. 1.
Summers First Reader, p. 26.
New American Readers, Bk. 1, p. 42.
Edson-Laing Bk. 1, p. 105.
Studies in Reading, First Reader, p. 30.
Story Hour First Reader, 1st half, p. 16.
Merrill First Reader, p. 106.
Beacon First Reader, p. 97.
Progressive Road, Bk. 1, p. 96.
New Barnes Primer, pp. 13, 27.
Holton Curry First Reader, p. 123.
Parmly First Reader, p. 24.

Seat work. Pattern of bear for largest bear.

Draw the three bears. (SR)
Show that they are different. [Size]
Color them brown.

Draw Goldylocks.
Color her hair like gold.
Color her dress blue.

Incidental reading: Dismissal. Did you like this story? (SR)

64th DAY (Pages 103, a fable)

Incidental reading: Opening. To compare:

Which is the bigger — a fox or a lion? (SR)

New reading. Page 103. Find fastest readers (page 403). Use markers. Record names. *Question:* Read to find whether fox got over his fear.

Review. Supervised supplementary reading. "The Three Bears."

Seat work. Patterns: Fox, lion, mouse.

Draw the lion at one side.
Draw the fox looking towards him.
Draw the mouse under him.
Color them orange, red, and gray. (SR)
Put on each the color that suits it.

Put a big cross on the King of animals.
Put a little cross on the one
that was afraid of him.

Incidental reading: Dismissal. Have you ever seen a lion? (SR)

65th DAY (Page 104, A Story Party)

Incidental reading: Opening. Who was afraid of the lion?

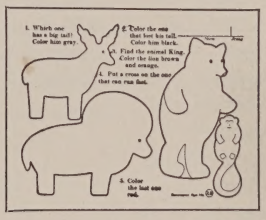
New reading. Page 104. Drill on *say* and *do* parts. Quickness in finding things — call superior numbers. Children find, and *say* or *do*.

Review. A Story Party.

A story, in relay. . . . . "Why Bear has short tail." . . . . . 9 children
A dialogue. . . . . "The Bear's Story," p. 102. . . . . 2 children
A fable retold. . . . . "The Fox and Lion," p. 103. . . . . 1 child
A fable read. . . . . "The Fox and Lion," p. 103. . . . . 1 child
A fable acted. . . . . "The Fox and Lion," p. 104. . . . . 1 child

Seat work. Patterns: bear, lion, deer, monkey. Diagnostic test No. 28.

(SR) 1. Which one has a big tail? Color him gray.
2. Color the one that lost his tail. Color him black.
3. Find the animal King. Color the lion brown and orange.
4. Put a cross on the one that can run fast.
5. Color the last one red.


1. Which one has a big tail? Color him gray.
2. Color the one that lost his tail. Color him black.
3. Find the animal King. Color the lion brown and orange.
4. Put a cross on the one that can run fast.
5. Color the last one red.

Incidental reading: Dismissal. Which animal do you like best? (SR)

WORD STUDY

61st day. (*a*) Present *could, should, would* in context. (*b*) *froze*, sound *n*.

62d day. Review *bow, cow, how, mow, now, plow, row, sow, growl.* Demonstrate the two sounds of *ow* to show children that they must get the meaning from the context:

She made a *bow* for her hat.
He will *mow* the grass.
He will *sow* the wheat.

She made a *bow* before she talked.
He will put it in the hay-*mow*.
He fed corn to the *sow*.

63d–65th days. Review. Teach *oy* and *wr*. Key words, ***boy, wrote.***

GROUP WORK

Each day review as follows, dismissing for supplementary reading:
Whole class. Flash phrase card drill, or silent reading drill, p. 94.
Medium and poor. Drills, page 119.
Poor group. Phonetic drill; or games, back lining.

FOURTEENTH WEEK

(Pages 105–120)

Specific objectives.

1. To improve in rapid silent reading.
2. To test speed and comprehension, approximately.
3. To review phonetics, teach *kn*, and test phonetic power in reading a narrative poem.

Materials.

1. Patterns: cup, saucer, spoon.
2. Word cards: break (half), beautiful (naughty).
3. Diagnostic test No. 30*b*.
4. Phonic card:

Front	*Back*
know / kn	kn

New words. See Word Study, page 422.

66th day	*67th day*	*68th day*	*69th day*		*70th day*
noise	become	kill	surely	beneath	(*Review*)
woke	foolish	net	We'll (*we*)	chins	
breaking (*s*)		biting	bibs	sight	
monkey		set	shown	alas	
coconut (*go*)		free	spoons	manners	
hundreds		men	paws	beautiful (*s*)	
deer			half (*s*)	silk	
			darling	forgot	
			swinging	naughty (*s*)	
			polite	knocked	
			snowy	over	
				scampered	

Phrases. *For drill:* be breaking up; a monkey let a coconut drop; tried to be polite; manners beautiful; soft as silk; every naughty little kit.

For supplying words at blanks: hundreds of ——; you foolish ——; Only half of ——; alas for ——.

OPTIONAL AND SUPPLEMENTARY

I. Project, occupations, and free-time activities. See p. 423.

II. Correlation with other subjects. See p. 423.

III. Supplementary song games, poems, and stories. See p. 423.

A. BASAL READING LESSONS

Note. For **Project**, **Word Study**, and **Group Work**, this week, see pp. 423, 422.

66th DAY ("The rabbit," pages 105–109)

Incidental reading: Opening. To connect stories:

Which story told about the sky falling? (SR)
["Henny Penny," or "Chicken Little"]

New reading. Pages 105–109. *Practice rapid reading* with score cards. Teacher reads p. 105 with them and begins practice work with pp. 106–107.

Questions: How many rabbits were running? (Children read pp. 106–107) . . . Who was the last one to join them? (Children read pp. 108–109.)

Review. (*a*) Rapid re-reading of pp. 105–109 to find answers to questions: What should the first rabbit have done before running away? . . . What question might the second rabbit have asked the first one? (How do you know?) . . . Was this fox as smart as the other foxes in the book?

(*b*) Or supervised supplementary reading in other books.

Seat work. Patterns: rabbit, monkey.

Draw a tree.
Draw a monkey in the tree.
Draw a rabbit under the tree.

Put a cross on the one (SR)
that dropped the coconut.
Put a dot under the one
that ran away without looking around.
Color them as you want.

Incidental reading: Dismissal. Who was afraid?

67th DAY (Pages 110–113)

Incidental reading: Opening. Who ran with the rabbit? (SR)

New reading. Pages 110–113. Practice rapid reading with score cards. See p. 384. *Questions.* Show that the king deserved to be called King of animals. (Children read pp. 110–111.) . . . Did the other animals ever learn the truth? (Children read pp. 112–113) . . .

Review. Rapid re-reading of pp. 110–113; or supervised supplementary reading in other books.

Seat work. Patterns: elephant, deer, fox, rabbit.

You are to draw the other animals (SR)
waiting for the lion and the rabbit
to come back.
Who would be there?
Have just one rabbit
to stand for the hundreds of rabbits.
How many other animals were there?

Color them red, gray, and brown.

Incidental reading: Dismissal. Was the earth breaking up? (SR)

68th DAY (Pages 114–115, test)

Incidental reading: Opening. Who is King of animals?

New reading. Test, pp. 114–115. New words (*net, biting, set, free*) test phonetic power of children. See procedure, pp. 359–361.

Hectograph questions to distribute for children to "put a ring" around the correct answer, as follows. Or use diagnostic test No. 30*b*.

1. *Who was asleeep in the woods?*
   fox lion mouse
2. *Who was caught in a net?*
   men mouse fox lion
3. *Who helped the lion to get out of the nest?*
   men fox lion mouse
4. *Which two animals did a good turn?*
   mouse fox deer elephant lion bear
5. *What did the mouse use to get the lion free?*
   tail mouth

Questions 1, 2, 3 are fact questions; 4 is a thought question; 5 tests phonetic reading of the word *biting*.

Write on the board the names of the children who did best in both speed and comprehension. Give individual attention to those who seem to read fast and fail in questions.

Review. Re-reading pp. 114–115 to play the story; or "Who killed Cock Robin?" Or supervised supplementary reading in other books.

Seat work. Pattern: lion, mouse freehand, other lions freehand, and smaller because far away.

Draw the lion in a net. (SR)
Make the net look
  like string criss-crossed over him.
Draw a little mouse close by.
Draw two other lions far away.
Put × under the animal
  that was the best friend.
Color the lions orange,
  the net brown,
  and the mouse gray.

Incidental reading: Dismissal. To arouse ideas:

What did the little mouse say at home?

69th DAY ("Seven Little Pussy Cats," pages 116–118)

Incidental reading: Opening. What does a mouse do? (SR)

New reading. Pages 116–118. Read silently to bring out details of story. Find lines that describe pictures.

Review. Re-read pp. 116–118; or supervised supplementary reading.

Seat work. Pattern for big cat. Freehand of kittens.

Draw seven little Pussy cats.
Put hats or coats on them.
Color them
as you want them.

Draw a bigger cat
for a mother.
Color the mother cat,
as you want her. (SR)

Incidental reading: Dismissal. Were the Kitty Cats polite? (SR)

70th DAY (Review; Story Party)

Incidental reading: Opening. What will you do this summer?

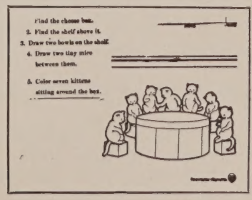
New reading. Practice for Story Party. Re-read silently pp. 116 118 to pantomime the story. Plan a program.

Review. A Story Party.

A story re-read	"The Rabbit who was afraid."	9 children
The story acted	" " " " "	9 children
A fable read	"Lion and Mouse."	2 children
A fable acted	" " "	2 children
A fable pantomimed	" " "	2 children
A poem re-read	"Seven Little Pussy Cats."	3 children
A supplementary story	_____	Other children

Seat work. Diagnostic test No. 29. Or freehand. Tests phonetic power of children. Substitute the word *Draw* for *Find* if the children do the drawings freehand.

1. Find the cheese box.
2. Find the shelf above it.
3. Draw two bowls on the shelf.
4. Draw two tiny mice between them.
5. Color seven kittens sitting around the box.


1. Find the cheese box.
2. Find the shelf above it.
3. Draw two bowls on the shelf.
4. Draw two tiny mice between them.
5. Color seven kittens sitting around the box.

Incidental reading: Dismissal. Retrospect:

You have been good girls and boys. (SR)

WORD STUDY

66th day. Make up story:

I saw a *monkey* in a book. (OR)
He had a round thing in his hand.
It was [guess] . . . a coconut.
He threw it to the ground.
He was *breaking* the coconut.

67th–68th days. Review.

69th day. Teach in context:

They were *beautiful* kittens.
They were *polite*, too.
The mice were *half* afraid.
After a while
the kittens were *naughty*.
What do you think they did?

70th day. Review. Teach *kn*. Key word, *know*.

GROUP WORK

Each day review as follows, dismissing good and medium groups for supplementary reading:

Whole class. Word or phonetic drills. Pp. 119–120; back lining.

Medium and poor. Phrase card drill, or silent reading drill.

Poor group. Individual help, as needed.

NOTES

B. OPTIONAL AND SUPPLEMENTARY

I. PROJECTS, OCCUPATIONS, AND FREE-TIME ACTIVITIES

THIRTEENTH — FOURTEENTH WEEKS

(*a*) Plan a circus for these two weeks. Make circus wagons from shoe boxes; stand-ups of wild animals; a circus ring; hoops for animals to jump through; a circus tent; lemonade stand; ticket window and box.

(*b*) Arrange circus wagons in a parade. Make a frieze of circus animals.

(*c*) Play circus, with children impersonating animals in the ring.

II. CORRELATION WITH OTHER SUBJECTS

Select to suit your needs for the 13–14th weeks:

Picture study. *Perry Pictures.* Bear (9397, 2 cts.), lion (1307), tiger (1310), giraffe (1303), deer (912), elephant (1302), monkey (904), menagerie (828).

Conversation. Ways of fishing; what you see at a circus; monkeys; circus; coconuts; jumping at conclusions; helping others.

Story-telling. Pages 96–102; 105–113; 114–115; 116–118.

Dramatization and pantomime. Stories, pp. 104, 114.

Language. A "Circus" Booklet.

Nature study. The wild animals, appearance, habits, etc.; habits of mice; coconut trees.

Incidental numbers. Recognizing numbers to 120 in pages and contents.

Collections. Pictures of wild animals.

Games. (*a*) Garden game, below.

III. SUPPLEMENTARY SONG GAMES, POEMS, AND STORIES

Song games.

(*a*) "The Garden Game." Hofer's *Children's Singing Games*, p. 21.

1. This is how we dig the ground.
2. This is how we rake the ground.
3. This is how we sow the corn.
4. This is how we pull the weeds.
5. This is how we water the corn.
6. This is how we husk the corn.
7. This is how we eat the corn.

Children stand in a circle with one child in center, who imitates the acts of the farmer. Other children imitate.

Card Game. Teacher holds up sentence cards to indicate which activity is to be imitated and sung about.

(*b*) "The Zoo." Bentley's *Play Songs*, p. 16.

Mother Goose rhymes for children to read. Copy on board.

(*a*) "Diddle, diddle, dumpling." P. 435.

(*b*) "Handy Spandy." P. 435.

(*c*) "I 'll tell you a story." P. 435.

Other poems:

(*a*) "Hurt no living thing." Rossetti. P. 439.

(*b*) "Marching Song." Stevenson. P. 438.

(*c*) "A was an Ant." Edward Lear.

(*d*) "Did you ever?" *Riverside Primer*, pp. 37–39.

Stories to tell children.

(*a*) "Who killed the Otter's Babies?" Bryant's *Stories to Tell*, p. 113.

(*b*) "The Little Jackal and the Camel." Bryant's *Stories to Tell*, p. 125.

(*c*) "The Little Pink Rose." Bryant's *Stories to Tell*, p. 1.

IV. TWO EXTRA WEEKS OF SUPPLEMENTARY READING

Purpose, etc. See p. 336.

FOLK-TALES, STORIES, AND POEMS

1. Little Red Riding Hood.

Sources: Beacon First Reader, p. 106.
Summers First Reader, p. 55.
Art Literature Reader, Bk. I, p. 98.
Holton Curry First Reader, p. 110.
Parmly First Reader, p. 14.

2. The Musicians of Bremen.

Sources:
Free and Treadwell First Reader, p. 96.
Haliburton First Reader, p. 24.

3. Little Half Chick.

Sources: Beacon First Reader, p. 77.
Free and Treadwell First Reader, p. 75.
Easy Road, First Reader, p. 41.
Progressive Road, Book I, p. 116.

4. Who Killed Cock Robin?

Sources:
Heart of Oak, Book I, p. 99.
Haliburton First Reader, p. 111.

5. Kittens and Cats. Eulalie Osgood Grover.

6. Foreign Children. Stevenson. See p. 438.

7. A Chill. Rossetti. See p. 440.

8. A was an Apple Pie. Edward Lear.

9. Baby. George Macdonald. P. 443.

10. What I like. *Riverside Primer*, pp. 102–104.

11. The Cat that Waited. *Riverside First Reader*, p. 114.

12. In the Apple Tree. *Riverside First Reader*, pp. 34–35.

Other books at hand.

STORIES TO TELL TO THE CHILDREN

(*a*) "How Brother Rabbit Fooled the Elephant." Bryant's *Stories to Tell*, p. 29.

(*b*) "The Gold in the Orchard." Bryant's *Stories to Tell*, p. 198.

(*c*) "How we came to Have Pink Roses," Bryant's *Stories to Tell*, p. 129.

NOTES

SUMMARY OF PHONETICS

Selections	Weeks	Phonograms, etc.	Key words
GROUP I, pp. 1–27	1	as, es, is, os, us	———
		ir	bird
		final ed	———
	2	af, ef, if, of, uf	———
		ew	mew
		ar	yard
		ow	know
		sl	slipped
	3	ass, ess, iss, oss, uss	———
		al, el, il, ol, ul	———
		er	hers
		ur	turn
GROUP II, pp. 28–49	4	thr	three
		ow	cow
		ou	round
		or	for
		aw	saw
	5	squ	squash
	6	*Review*	
GROUP III, pp. 50–77	7	oi	point
	8	ast, est, ist, ost, ust	———
		sp	spectacles
		str	straw
	9	g before e	page
	10	tw	tweet
GROUP IV, pp. 78–94	11	ind	find
	12	oy, wr	boy, wrote
GROUP V, pp. 95–120	13	*Review*	
	14	kn	know

VOCABULARY

(With Thorndike rating. See page 2)

Lessons		*Lessons*		*Lessons*		*Lessons*		*Lessons*	
1		top	1a4	show	1a2	**21**		**28-29**	
Grand-father	3a	slipped	2a	**13**		Hurrah	5a	stand	1a2
road	1a4	**8**		**14**		grape	2a	foot	1a3
patter	7	secret	2a	Doing	1a1	**22**		left	1a2
2		Perhaps	1b	teacher	1b	peach	3a	garden	1a4
lost	1a5	guess	1b	read	1a3	fairest	1a2	**30**	
spectacles	4a	try	1a3	myself	1b	ever	1a2	**31**	
some-where	3b	real	1b	book	1a2	ripened	4a	Building	1b
world	1a2	hard	1a3	**15**		till	1a5	name	1a2
evening	1b	mice	4a	**16**		squash	6	Jimmy	9
pushed	2a	bit	1b	Fox	2a	**23-24**		teeny tiny	2b
better	1a3	as	1a1	Friend	1a3	Farmer	1b	voice	1a5
keyhole	3	nice	1b	met	1b	rises	1b	yet	1a5
gone	1b	chickens	2a	help	1a3	hasty	4b	to-day	1a5
cry	1b	kittens	3a	raise	1a5	meal	2a	long	1a1
light	1a2	can't	2b	wheat	1b	feeds	1b	cowboy	4
every-where	3a	soft	1a5	answered	1a4	squeal	—	suit	1b
3		small	1a2	work	1a1	mows	7	lickety clip	—
pink	2b	our	1a1	together	1a3	plant	1a3	breakfast	1b
fat	1b	**9**		plow	3a	corn	1a5	**32**	
trot	3b	snow	1b	**17**		peas	3a	glass	1b
4		**10**		sow	2b	grass	1b	oatmeal	7
Barn-swallow	2a	manger	5b	yourself	2a	loads	1b	hot	1a5
step	1a5	ox	2b	weeds	2b	cart	3a	toast	4b
second	1a4	hay	2a	growing	1a4	start	1a5	shadow	2a
5		lay	1a3	fast	1a5	ground	1a4	**33**	
puppy	5b	sleep	1a4	pull	1b	beets	5b	gave	1a4
third	1a4	either	1b	**18**		many	1a1	rake	4a
6		**11**		ripe	2b	everybody	2b	hoe	4b
know	1a1	warm	1a4	cut	1a2	night	1a3	side	1a2
just	1a2	does	1a3	herself	1b	fed	2b	next	1a3
yard	1b	**12**		thresh	5a	supper	2a	stones	1a5
tumbling	3a	March	1b	**19**		news	2a	**34**	
get	1a2	silver	1a5	story	1a5	early	1a4	carrots	6
Let	1a2	fur	2a	about	1a1	**25**		cabbages	4b
tumble	3a	Willow	3b	keep	1a2	**26**		invited	2a
7		hear	1a2	**20**		hungry	2a	brought	1a5
mine	1a5	purr	6	Hound	4b	vine	2b	dishes	2a
wind	1a4	Kites	4b	wise	1b	tried	2a	Why	1a2
blew	3a	sailing	1a5	himself	1a5	sour	4b	**35**	
shut	1b	sky	1b	trick	2b	**27**		**36-37**	
		tossing	2b	Hide	1b	nothing	1a3	travels	1b
		branches	1b	shining	1b	wish	1a3	pillow	3a
		high	1a2	straw	2a	those	1a3		
		blow	1a5	only	1a1	sure	1a3		
		glossy	6						
		kits	6						

Lessons		Lessons		Lessons		Lessons		Lessons	
still	1a2	bear	3a	among	1a1	**55**		**64**	
earth	1a5	hedge	3a	**48**		**56**		roar	2a
sunny	3b	washed	1a5	clap	3a	change	1a3	moment	1b
each	1a2	**42**		twice	2a	funniest	3a	nearer	1a2
Indian	1b	wife	1b	seat	1b	crawly	3b	**65**	
sleepy-head	3b 1a2	pity	2a	**49**		coat	1b	**66**	
being	1a4	shelter	2a	**50**		smooth	2a	noise	1b
kissed	1b	beats	1b	**51**		creeps	2a	woke	4a
eve	3a	thorns	2b	sorry	2a	furry	4	breaking	1b
tea	2a	cooking	1b	woods	1a4	wonderful	1b	monkey	4a
dawns	2a	dinner	1b	stay	1a5	butterfly	3b	coconut	8
beyond	2b	**43**		learn	1a3	strange	1b	hundreds	1a3
Atlantic	2b	sweeping	2b	log	2b	**57**		deer	3a
children	1a4	**44**		talked	1a4	dewdrop	4	**67**	
West	1b	asleep	2a	animals	1b	gem	2b	become	1a4
dressed	1a3	selfish	4a	nobody	2b	believe	1a5	foolish	2b
38		punish	2b	people	1a2	star	1b	**68**	
piece	1a4	**45**		forever	3b	**58**		kill	1a5
give	1a2	mix	2a	nuts	2a	postman	7	net	2a
towards	1b	pancake	5b	berries	2b	never	1a3	biting	2a
cross	104	stir	2a	**52**		late	1a3	set	1a3
than	1a1	pop	5b	piled	2a	rings	1b	free	1a4
drops	1a	pan	2b	leaves	4	bell	1b	men	1a1
greedy	1a	fry	5a	nest	1b	note	1b	**69**	
39		**46-47**		worms	2b	wrote	2b	surely	1a3
Spinning	3a	counter-pane	5a 4b	their	1a1	**59**		We'll	3b
stop	1a3	sick	1b	bills	1b	which	1a1	bibs	7
balance	2b	toys	2a	Hearts	1a4	short	1a4	shown	1a2
floor	1a5	beside	1b	ease	2b	**60**		spoons	2b
before	1a1	happy	1a4	don't	1b	**61**		paws	3a
dizzy	9	hour	1a3	forget	1b	tail	1b	half	1a2
feel	1a4	watched	1a5	these	1a2	cold	1a3	darling	3a
more	1a1	drills	2b	**53**		should	1a2	swinging	2b
40		bed-clothes	1a3 1b	bunnies	4	easy	1b	polite	3b
pole	2a	hills	1a4	behind	1a3	pond	2b	snowy	9
curious	3a	sent	1a5	peeped	2b	frozen	2b	beneath	2a
string	2b	leaden	1a5	family	1a5	rose	1b	chins	4a
end	1a2	soldiers	1a5	lettuce	5b	sunset	3b	sight	1a5
41		different	1b	hardly	2a	afraid	1b	alas	3a
sparrow	3a	uniforms	3a	begin	1a3	dark	1a5	manners	1b
crows	2b	ships	1a4	heard	1b	**62**		beautiful	1a
lined	1a3	fleets	2b	same	1a2	worse	2a	silk	1b
strong	1a3	sheets	2a	**54**		slowly	1b	forgot	2b
pleasant	1b	cities	1a2	hope	1a4	growled	5a	naughty	4b
summer	1a4	giant	2a	bees	1b	**63**		knocked	2a
winter	1a4	dale	5a	bugs	5a	lion	1b	over	1a1
near	1a2	plain	1a5	cater-pillars	8	king	1a3	scam-pered	8
few	1a3			always	1a4	matter	1a3	**70**	
above	1a3								
prickly	3								

SUPPLEMENTARY READING

Note to teacher. In the following pages are given rhymes, poems, and stories that the teachers should make abundant use of to arouse love for literature in children. Mother Goose, Christina G. Rossetti, and Robert Louis Stevenson are the most satisfying writers of children's verse. Poems by other writers are grouped under the head miscellaneous.

Early in the year this material must be recited or read by the teacher, for the children have not yet learned to read it. Quick memorizing should be encouraged, so that the children get at their tongue's tips much of the Mother Goose and favorites among the other poems.

As the children gradually memorize poems or become familiar with the vocabulary, you will find it a wise plan to copy a poem on the board. It is well to let such a poem stand before the eyes for several days, having it re-read frequently by the children and sometimes illustrated with a drawing.

This informal acquaintance with literature should be made in conversational morning lessons or at times other than the reading periods given in this Manual. It was thought best to leave the teacher free to guide this informal supplementary reading (and listening) as she sees fit. Some time during each day she should reserve for poems or story telling. It might be called Story Time or Mother Goose Club.

The most important Mother Goose rhymes should be learned by heart so that they will furnish the basis for later reading of the Mother Goose type of Primer. If the teacher brings out the jingle style and rhymes, children learn them easily. The Mother Goose game and pattern sheet are tremendous aids. See page xliii. The Puzzle Games also help to fix the principal rhymes.

Most of the stories for the Primer stage are intended to be told by the teacher. They should be told back to her by the class, and retold until they become common property. A rich assortment is given, so that teachers of various types of classes and localities not only can find what suits their classes but can vary the selections year by year.

References for song games and rhythmic exercises are given in the correlation outlines for each week.

Mother Goose. Page 429.
Robert Louis Stevenson. Page 436.
Christina G. Rossetti. Page 438.
Miscellaneous Poems. Page 440.
Stories for the Teacher to Tell. Page 444.
Stories for the Children to Read. Page 454.

Note. "An average of one story a month for reproduction and dramatization, of one poem a month for memorizing is the maximum requirement, though many classes will accomplish much more. The minimum requirement will be six stories and six poems for the year. By the end of the year each pupil should be able to tell two stories from beginning to end, and recite three poems." — *Baltimore County Course of Study*, p. 41.

RHYMES AND POEMS FOR FIRST YEAR

MOTHER GOOSE

Primer

1

1, 2, 3, 4, 5.
I caught a hare alive,
6, 7, 8, 9, 10.
I let him go again.

2

One, two,
Buckle my shoe.
Three, four,
Open the door.
Five, six,
Pick up sticks.
Seven, eight,
Lay them straight.
Nine, ten,
A big fat hen.

3

Once I saw a little bird
Come hop, hop, hop;
So I cried, "Little bird,
Will you stop, stop, stop?"

I was going to the window
To say, "How do you do?"
But he shook his little tail,
And far away he flew.

4

Little Boy Blue,
Come, blow your horn,
The sheep is in the meadow,
The cow is in the corn.

Is this the way
You mind your sheep?
Under the haystack
Fast asleep.

5

Whichever way the wind does blow,
Some heart is glad to have it so.
Then blow it east or blow it west,
The wind that blows — that wind is best.

6

Rock-a-by, Baby,
In the tree top.
When the bough bends,
The cradle will rock.
When the bough breaks,
The cradle will fall,
And down will come baby,
Cradle, and all.

7

Higglety Pigglety, my black hen,
She lays eggs for gentlemen.
Sometimes nine and sometimes ten,
Higglety, Pigglety, my black hen.

8

Come to the window,
My baby, with me,
And look at the stars
That shine on the sea!
There are two little stars
That play at bo-peep
With two little fish
Far down in the deep;
And two little frogs
Cry neap, neap, neap;
I see a dear baby
That should be asleep.

9

Little Bo-Peep
has lost her sheep
And does n't know
where to find them.
Leave them alone
and they will come home
Bringing their tails
behind them.

10

If all the world were apple-pie,
And all the sea were ink,
And all the trees were bread and cheese,
What should we have to drink?

11

Peter, Peter, pumpkin-eater;
Had a wife, and could n't keep her;
He put her in a pumpkin shell,
And there he kept her very well.

Peter, Peter, pumpkin-eater;
Had another and did n't love her;
Peter learned to read and spell,
And then he loved her very well.

12

Little Tommy Tucker
Sings for his supper.
What shall he eat?
White bread and butter.

13

Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the King's horses
And all the King's men
Could not put Humpty Dumpty
Together again.

14

I had a little hen,
the prettiest ever seen,
She washed me the dishes,
and kept the house clean.
She went to the mill
to fetch me some flour,
She brought it home
in less than an hour;
She baked me my bread,
she brewed me my ale,
She sat by the fire,
and told many a fine tale.

15

Hey diddle, diddle!
The cat and the fiddle!
The cow jumped over the moon.

The little dog laughed
To see such sport
And the dish ran away with the spoon.

16

Jack Sprat could eat no fat,
His wife could eat no lean.
So between the two
They kept the platter clean.

17

Jack and Jill went up the hill
To fetch a pail of water,
Jack fell down and broke his crown
And Jill came tumbling after.

18

Jack, be nimble.
Jack, be quick.
Jack, jump over
The candlestick.

19

Brow bender,
Eye winker,
Nose smeller,
Mouth eater,
Chin chopper.

20

Little Miss Muffet
sat on a tuffet
Eating her curds and whey.

Along came a spider
and sat down beside her
And frightened Miss Muffet away.

21

Pat-a-cake, pat-a-cake, baker's man,
Pat me a cake as fast as you can.
Pit it and pat it and mark it with *B*
And put in the oven for Baby and me.

22

Simple Simon met a pieman
Going to the fair.
Said Simple Simon to the pieman,
"Let me taste your ware."

Said the pieman to Simple Simon,
"Show me first your penny."
Said Simple Simon to the pieman,
"Indeed I have not any."

23

Old Mother Hubbard
went to the cupboard
To get her poor dog a bone;
But when she got there,
the cupboard was bare
And so the poor dog had none.

24

To market, to market to buy a fat pig;
Home again, home again, juggety-jig.

To market, to market, to buy a fat hog;
Home again, home again, jiggety jog.

To market, to market, to buy a plum bun;
Home again, home again, market is done.

25

"Old chairs to mend, old chairs to mend,"
If I had as much money as I could spend
I never would cry "Old chairs to mend!"

26

To market, to market, a-galop a-trot
To buy some meat to put in the pot.

27

Hot cross buns!
Hot cross buns!
One a penny
Two a penny
Hot cross buns!

28

Little fishes in the brook,
Daddy, catch them with a hook.
Mother, fry them in the pan.
Sonny, eat them like a man.

29

Simple Simon went a-fishing,
For to catch a whale.
But all the water that he had
Was in his Mother's pail.

30

Rain, rain, go away.
Come again another day.

31

Bow, wow, wow!
Whose dog art thou?
Little Tommy Tucker's dog!
Bow, wow, wow!

32

A little boy crept into a barn,
And lay down on the hay.
A cow came out to smell about,
And the little boy ran away.

33

As I went to Bonner,
I met a pig
Without a wig.
As I went to Bonner.

34

A little pig found
A fifty dollar note,
And bought him a hat
And a very fine coat.

35

1 This pig went to the barn;
2 This ate all the corn;
3 This said he would tell;
4 This said he was n't well;
5 This went week, week, week,
over the door sill.

36

See, saw, Marjorie Daw.
Jack shall have a new master.
He shall get but a penny a day
Because he won't work any faster.

37

There were two black birds
Sitting on a hill.
The one named Jack
The other named Jill.
Fly away, Jack,
Fly away, Jill,
Come back, Jack!
Come back, Jill.

38

Rub, a dub-dub!
Three men in a tub!
And who do you think were there?
The butcher, the baker,
The candlestick maker,
And all of them going to the fair.

39

There was an old woman
Who lived in a shoe,
She had so many children
She did n't know what to do.
She gave them some broth
Without any bread.
She whipped them all soundly
And sent them to bed.

40

Dickery, dickery, dare,
The pig flew up in the air;
The man in brown
soon brought him down,
Dickery, dickery, dare.

41

Little Jack Horner
sat in a corner
Eating his Christmas pie.
He put in his thumb
and pulled out a plum,
And said, "What a good boy am I!"

42

Some little mice sat in a barn to spin,
Pussy came by, and put her head in.
"Shall I come and cut your threads?"
"No, Miss Puss, you will bite off our heads."

43

COWS IN THE CORNFIELD
(See p. 280)

44

If all the seas were one sea,
What a great sea that would be!
If all the trees were one tree,
What a great tree that would be!
And if a man cut down that tree
And let it fall into the sea,
What a great splash that would be!

45

TEN LITTLE INDIANS
(See p. 284)

FIRST READER

46

Evening gray and morning red
Will bring down rain upon your head.

47

The north wind doth blow,
We soon shall have snow,
And what will poor Robin do then?
Poor thing!

He'll sit in the barn,
To keep himself warm,
And hide his head under his wing,
Poor thing!

48

Bye, Baby Bunting!
Father's gone a-hunting,
To get a little rabbit skin
To wrap his Baby Bunting in.

49

Ding, dong, bell!
Pussy's in the well.
Who put her in?
Little Tommy Green.
Who pulled her out?
Little Tommy Trout.

50

A Diller, a dollar,
A ten o'clock scholar,
What makes you come so soon?
You used to come at ten o'clock,
But now you come at noon.

51

How many days has my baby to play?
Saturday, Sunday, Monday,
Tuesday, Wednesday, Thursday, Friday,
Saturday, Sunday, Monday.

52

Ride away, ride away!
Johnny shall ride.
He shall have Pussy Cat
Tied to one side.
He shall have Little Dog
Tied to the other,
And Johnny shall ride
To see his grandmother.

53

Solomon Grundy,
Born on a Monday,
Christened on Tuesday,
Married on Wednesday,
Took ill on Thursday,

Worse on Friday,
Died on Saturday,
Buried on Sunday:
This is the end of
Solomon Grundy.

54

A, B, C, tumble down D,
The cat's in the cupboard,
and can't see me.

55

Ride a cock horse
To Banbury cross
To see what Tommy can buy.
A penny white loaf,
A penny white cake,
And a two-penny apple pie.

56

There was a crooked man,
And he went a crooked mile,
He found a crooked sixpence
Upon a crooked stile.
He bought a crooked cat,
Which caught a crooked mouse.
And they all lived together
In a little crooked house.

57

Work while you work.
Play while you play.
That is the way
To be happy and gay.

58

Mistress Mary, quite contrary,
How does your garden grow?
With silver bells, and cockle shells,
And pretty maids all in a row.

59

What's the news of the day,
Good neighbor, I pray?
They say the balloon
Is gone up to the moon.

60

If all the world were water,
And all the water were ink,
What should we do for bread and cheese?
What should we do for drink?

61

Peas porridge hot!
Peas porridge cold!
Peas porridge in the pot
Nine days old!

Some like it hot.
Some like it cold.
Some like it in the pot
Nine days old.

62

Three blind mice,
See how they run!
They all ran after
the farmer's wife,
Who cut off their tails
with a carving knife;
Did ever you hear
such a thing in your life
As three blind mice?

63

Old King Cole was a merry old soul,
And a merry old soul was he.
He called for his pipe,
And he called for his bowl,
And he called for his fiddlers three.

64

Lady bird, lady bird,
Fly away home,
Your house is on fire,
Your children will burn.

65

Little Polly Flinders
Sat among the cinders,
Warming her pretty little toes;
Her mother came and caught her,
And whipped her little daughter
For spoiling her nice new clothes.

66

Good night,
Sleep tight,
Wake up bright
In the morning light
To do what's right
With all your might.

67

Cross Patch,
Draw the latch,
Sit by the fire and spin;
Take a cup,
And drink it up,
And call your neighbors in.

68

"To bed, to bed!"
Said Sleepy Head.
"Not so fast," said Slow.
"Put on the pan,"
Said Hungry Nan.
"Let us eat before we go."

69

Daffy-Down-Dilly has come up to town,
In a fine petticoat and a green gown.

70

Tom, Tom, the piper's son,
Stole a pig and away he run;
The pig was eat, and Tom was beat,
And Tom ran crying down the street.

71

Tom, Tom, the piper's son,
He learnt to play when he was young.
He with his pipe made such a noise,
That he pleased all the girls and boys.

72

Sing a song of sixpence,
A pocket full of rye;
Four-and-twenty blackbirds
Baked in a pie.

When the pie was opened,
The birds began to sing;
Was not that a dainty dish
To set before the king?

The king was in his counting-house,
Counting out his money;
The queen was in the parlor,
Eating bread and honey.

The maid was in the garden,
Hanging out the clothes;
Down came a blackbird,
And pecked off her nose.

73

Polly put the kettle on,
Polly put the kettle on,
Polly put the kettle on,
And let's drink tea.

Sukey take it off again,
Sukey take it off again,
Sukey take it off again,
They're all gone away.

74

The Queen of Hearts
She made some tarts,
All on a summer's day.
The Knave of Hearts,
He stole the tarts,
And with them ran away.

The King of Hearts,
Called for the tarts,
And beat the Knave full sore.
The Knave of Hearts
Brought back the tarts,
And vow'd he'd steal no more.

75

Little Robin Red-breast
Sat upon a rail,
Needle, naddle, went his head,
Wiggle, waggle, went his tail.

76

Wash the dishes, wipe the dishes,
Ring the bell for tea;
Three good wishes, three good kisses
I will give to thee.

77

What are little boys made of?
Scissors and snails,
And puppy dogs' tails,
That's what little boys are made of.

What are little girls made of?
Sugar and spice,
And everything nice,
That's what little girls are made of.

78

O, look at the moon,
She is shining up there.
O mother, she looks
Like a lamp in the air.

Last week she was smaller,
And shaped like a bow!
But now she's grown bigger
And round like an O!

79

There was an owl lived in an oak,
Wisky, wasky, weedle;
And every word he ever spoke,
Was fiddle, faddle, feedle.

80

Wee Willie Winkie
Runs through the town
Upstairs and downstairs
In his nightgown.
Tapping at the window,
Crying at the lock,
"Are the children all in bed?
Now 't is eight o'clock?"

81

There was a little man,
And he had a little gun,
And his bullets were made
of lead, lead, lead;
He went to the brook
And saw a little duck,
And shot it through
the head, head, head.

82

Hark! hark! the dogs do bark,
The beggars have come to town;
Some in rags, and some in tags,
And some in velvet gowns.

83

There was an old woman
tossed up in a basket,
Nineteen times as high
as the moon,
Where she was going
I could n't but ask it;
For in her hand
she carried a broom.

"Old woman, old woman,
old woman," said I,
"O whither, O whither,
O whither so high?"
"To brush the cobwebs
off of the sky!"
"Shall I go with you?"
"Ay, by and by."

84

Diddle, diddle, dumpling,
My son John!
Went to bed with his stockings on.
One shoe off, one shoe on.
Diddle, diddle dumpling,
My son John.

85

Pit, pat, well-a-day,
Little Robin flew away;
Where can little Robin be? —
Gone into the cherry-tree.

86

Little Tee Wee,
He went to sea,
In an open boat;
And while afloat
The little boat bended.
My story's ended.

87

Handy Spandy, Jack a-dandy,
Loves plum-cake and sugar candy;
He bought some at a grocer's shop,
And out he came, hop-hop-hop.

88

I'll tell you a story,
About Jack-a-Nory:
And now my story's begun.
I'll tell you another,
About Jack and his brother,
And now my story's done.

89

Sing, sing! — What shall I sing?
The cat's run away with the pudding-bag string!

90

Blow, wind, blow; and go, mill, go!
That the miller may grind his corn.
That the baker may take it,
And into rolls make it,
And send us some hot in the morn.

ROBERT LOUIS STEVENSON

1. BED IN SUMMER

In winter I get up at night
And dress by yellow candle-light.
In summer, quite the other way,
I have to go to bed by day.

I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people's feet
Still going past me in the street.

And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day?

2. TIME TO RISE

A birdie with a yellow bill
Hopped upon the window-sill,
Cocked his shining eye and said:
"Ain't you 'shamed, you sleepy-head!"

3. THE LAND OF NOD

From breakfast on through all the day
At home among my friends I stay,
But every night I go abroad
Afar into the Land of Nod.

All by myself I have to go,
With none to tell me what to do —
All alone beside the streams
And up the mountain-sides of dreams.

The strangest things are there for me,
Both things to eat and things to see,
And many frightening sights abroad
Till morning in the Land of Nod.

4. WHOLE DUTY OF CHILDREN

A child should always say what's true
And speak when he is spoken to,
And behave mannerly at table;
At least as far as he is able.

5. AT THE SEA-SIDE

When I was down beside the sea
A wooden spade they gave to me
To dig the sandy shore.

My holes were empty like a cup.
In every hole the sea came up,
Till it could come no more.

6. RAIN

The rain is raining all around,
It falls on field and tree,
It rains on the umbrellas here,
And on the ships at sea.

7. SINGING

Of speckled eggs the birdie sings
And nests among the trees;
The sailor sings of ropes and things
In ships upon the seas.

The children sing in far Japan,
The children sing in Spain;
The organ with the organ man
Is singing in the rain.

8. A GOOD PLAY

We built a ship upon the stairs
All made of the back-bedroom chairs,
And filled it full of sofa pillows
To go a-sailing on the billows.

We took a saw and several nails,
And water in the nursery pails;
And Tom said, "Let us also take
An apple and a slice of cake";—
Which was enough for Tom and me
To go a-sailing on, till tea.

We sailed along for days and days,
And had the very best of plays:
But Tom fell out and hurt his knee,
So there was no one left but me.

9. THE LAMPLIGHTER

My tea is nearly ready and the sun has left the sky;
It's time to take the window to see Leerie going by;
For every night at tea-time and before you take your seat,
With lantern and with ladder he comes posting up the street.

Now Tom would be a driver and Maria go to sea.
And my papa's a banker and as rich as he can be;
But I, when I am stronger and can choose what I'm to do,
O Leerie, I'll go round at night and light the lamps with you!

For we are very lucky, with a lamp
before the door,
And Leerie stops to light it as he lights
so many more;
And O! before you hurry by with ladder
and with light,
O Leerie, see a little child and nod to
him to-night!

10. WHERE GO THE BOATS

Dark brown is the river,
Golden is the sand.
It flows along for ever,
With trees on either hand.

Green leaves a-floating,
Castles of the foam,
Boats of mine a-boating —
Where will all come home?

On goes the river
And out past the mill,
Away down the valley,
Away down the hill.

First Reader

11. HAPPY THOUGHT

The world is so full of a number of things,
I'm sure we should all be as happy as
kings.

12. FOREIGN LANDS

Up into the cherry tree
Who should climb but little me?
I held the trunk with both my hands
And looked abroad on foreign lands.

I saw the next door garden lie,
Adorned with flowers, before my eye,
And many pleasant places more
That I had never seen before.

I saw the dimpling river pass
And be the sky's looking-glass;
The dusty roads go up and down
With people tramping into town.

13. THE WIND

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass —
O wind, a-blowing all day long,
O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all —
O wind, a-blowing all day long,
O wind, that sings so loud a song!

O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
O wind, a-blowing all day long,
O wind, that sings so loud a song!

14. LOOKING FORWARD

When I am grown to man's estate
I shall be very proud and great,
And tell the other girls and boys
Not to meddle with my toys.

15. SYSTEM

Every night my prayers I say,
And get my dinner every day;
And every day that I've been good,
I get an orange after food.

The child that is not clean and neat,
With lots of toys and things to eat,
He is a naughty child, I'm sure —
Or else his dear papa is poor.

16. A THOUGHT

It is very nice to think
The world is full of meat and drink,
With little children saying grace
In every Christian kind of place.

17. THE SWING

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide,
Rivers and trees and cattle and all
Over the countryside —

Till I look down on the garden green,
Down on the roof so brown —
Up in the air I go flying again,
Up in the air and down!

18. MARCHING SONG

Bring the comb and play upon it!
Marching, here we come!
Willie cocks his highland bonnet,
Johnnie beats the drum.

Mary Jane commands the party,
Peter leads the rear;
Feet in time, alert and hearty,
Each a grenadier!

All in the most martial manner
Marching double-quick;
While the napkin like a banner
Waves upon the stick!

19. FOREIGN CHILDREN

Little Indian, Sioux or Crow,
Little frosty Eskimo,
Little Turk or Japanee,
O! don't you wish that you were me?

You have seen the scarlet trees
And the lions over seas;
You have eaten ostrich eggs,
And turned the turtles off their legs.

Such a life is very fine,
But it's not so nice as mine:
You must often, as you trod,
Have wearied not to be abroad.

You have curious things to eat,
I am fed on proper meat,
You must dwell beyond the foam,
But I am safe and live at home.
Little Indian, Sioux or Crow,
Little frosty Eskimo,
Little Turk or Japanee,
O! don't you wish that you were me?

CHRISTINA G. ROSSETTI

Primer

Boats sail on the rivers,
And ships sail on the seas,
But clouds that sail across the sky
Are prettier far than these.

There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven,
And overtops the trees,
And builds a road from earth to sky,
Is prettier far than these.

2

What does the bee do?
Bring home honey.
And what does Father do?
Bring home money.
And what does Mother do?
Lay out money.
And what does baby do?
Eat up the honey.

3

A diamond or a coal?
A diamond, if you please:
Who cares about a clumsy coal
Beneath the summer trees?

A diamond or a coal?
A coal, sir, if you please:
One comes to care about the coal
What time the waters freeze.

4

O wind, why do you never rest,
Wandering, whistling, to and fro,
Bringing rain out of the west,
From the dim north bringing snow?

5

Bread and milk for breakfast,
And woolen frocks to wear,
And a crumb for Robin Redbreast
On the cold days of the year.

6. THE CITY MOUSE AND THE COUNTRY MOUSE

The city mouse lives in a house; —
The garden mouse lives in a bower,
He's friendly with the frogs and toads,
And sees the pretty plants in flower.

The city mouse eats bread and cheese; —
The garden mouse eats what he can;
We will not grudge him seeds and stocks,
Poor little timid furry man.

7

Wrens and robins in the hedge,
Wrens and robins here and there;
Building, perching, pecking, fluttering
Everywhere.

8

Love me, — I love you,
Love me, my baby;
Sing it high, sing it low,
Sing it as may be.

Mother's arms under you;
Her eyes above you;
Sing it high, sing it low,
Love me, — I love you.

First Reader

9

Fly away, fly away over the sea,
Sun-loving swallow, for summer is done;
Come again, come again, come back to me,
Bringing the summer and bringing the sun.

10

Who has seen the wind?
Neither I nor you.
But when the leaves hang trembling,
The wind is passing through.

Who has seen the wind?
Neither you nor I.
But when the trees bow down their heads,
The wind is passing by.

11. WHAT IS PINK?

What is pink? A rose is pink,
By the fountain's brink.

What is red? A poppy's red,
In the barley bed.

What is blue? The sky is blue,
Where the clouds float through.

What is white? A swan is white,
Sailing in the light.

What is yellow? Pears are yellow,
Rich and ripe and mellow.

What is green? The grass is green,
With small flowers between.

What is violet? Clouds are violet,
In the summer twilight.

What is orange? Why, an orange,
Just an orange.

12

Swift and sure the swallow,
Slow and sure the snail:
Slow and sure may miss his way,
Swift and sure may fail.

13

Eight o'clock;
The postman's knock!
Five letters for Papa;

One for Lou,
And none for you,
And three for dear Mamma.

14

Hurt no living thing:
Lady bird, nor butterfly,
Nor moth with dusty wing,
Nor cricket chirping cheerily,
Nor grasshopper so light of leap,
Nor dancing gnat, nor beetle fat,
Nor harmless worms that creep.

15. A CHILL

What can lambkins do
All the keen night through?
Nestle by their woolly mother,
The careful ewe.

What can nestlings do
In the nightly dew?
Sleep beneath their mother's wing
Till day breaks anew.

If in field or tree
There might only be
Such a warm, soft sleeping-place
Found for me!

MISCELLANEOUS POEMS

Primer

1

I love little Pussy,
Her coat is so warm,
And if I don't hurt her,
She'll do me no harm.

So I'll not pull her tail,
Nor drive her away,
But Pussy and I
Very gently will play.

JANE TAYLOR

2. PRETTY COW

Thank you, pretty cow that made
Pleasant milk to soak my bread,
Every day and every night,
Warm and fresh, and sweet, and white.

Do not chew the hemlock rank,
Growing on the weedy bank,
But the yellow cowslips eat
That will make it very sweet.

Where the purple violet grows,
Where the bubbling water flows,
Where the grass is fresh and fine,
Pretty cow, go there and dine.

TAYLOR

3. THE LITTLE PLANT

In the heart of a seed
Buried deep, so deep,
A dear little plant
Lay fast asleep.

"Wake!" said the sunshine,
"And creep to the light,"
"Wake!" said the voice
Of the raindrops bright.

The little plant heard,
And it rose to see
What the wonderful
Outside world might be.

KATE L. BROWN

4. GOOD NIGHT

Good night! Good night!
Far flies the light;
But still God's love
Shall flame above
Making all bright.
Good night! Good night!

VICTOR HUGO

5. LITTLE THINGS

Little drops of water,
Little grains of sand,
Make the mighty ocean
And the pleasant land.

Little deeds of kindness,
Little words of love,
Make this earth an Eden
Like the heaven above.

ISAAC WATTS

6. THE LITTLE DREAMER

A little boy was dreaming
Upon his nurse's lap
That the pins fell out of all the stars
And the stars fell into his cap.

So, when his dream was over
What should this little boy do?
Why, he went and looked inside his cap,
And found it was n't true.

7. THE LOST DOLL

I once had a sweet little doll, dears,
The prettiest doll in the world;
Her cheeks were so red and so white, dears,
And her hair was so charmingly curled.
But I lost my poor little doll, dears,
As I played in the heath one day;
And I cried for her more than a week, dears,
But I never could find where she lay.

I found my poor little doll, dears,
As I played in the heath one day;
Folks say she is terribly changed, dears,
For her paint is all washed away,
And her arm trodden off by the cows, dears.
And her hair not the least bit curled:
Yet, for old sake's sake, she is still, dears,
The prettiest doll in the world.

CHARLES KINGSLEY

8. SUPPOSE

Suppose, my little lady,
Your doll should break her head,
Could you make it whole by crying
Till your eyes and nose are red?

And would n't it be pleasanter
To treat it as a joke;
And say you 're glad "'T was Dolly's
And not your head that broke?"

PHŒBE CARY

9. KRISS KRINGLE

Just as the moon was fading amid her misty rings,
And every precious stocking was stuffed with childhood's precious things,
Old Kriss Kringle looked round, and saw on the elm-tree bow,
High-hung, an oriole's nest, silent and empty now.
"Quite like a stocking," he laughed, "pinned up there on the tree!
Little I thought the birds expected a present from me!"
Then Old Kriss Kringle, who loves a joke as well as the best,
Dropped a handful of flakes in the oriole's empty nest.

THOMAS BAILEY ALDRICH

10. THEY DID N'T THINK

Once a trap was baited
With a piece of cheese;
It tickled so a little mouse
It almost made him sneeze;
An old rat said, "There 's danger,
Be careful where you go!"
"Nonsense!" said the other,
"I don't think you know!"

So he walked in boldly —
Nobody in sight;
First he took a nibble,
Then he took a bite;
Close the trap together
Snapped as quick as wink,
Catching mousey fast there,
'Cause he did n't think.

Once there was a robin
Lived outside the door,
Who wanted to go inside
And hop upon the floor.
"Oh, no," said the mother,
"You must stay with me;
Little birds are safest
Sitting in a tree."

"I don't care," said Robin,
And gave his tail a fling,
"I don't think the old folks
Know quite everything."
Down he flew, and Kitty seized him,
Before he'd time to blink.
"Oh," he cried, "I'm sorry,
But I did n't think."

PHŒBE CARY

11. THE LAMB

Little lamb, who made thee?
Dost thou know who made thee,
Gave thee life and bade thee feed
By the stream and o'er the mead,
Gave thee clothing of delight,
Softest clothing, woolly, bright,
Gave thee such a tender voice,
Making all the vales rejoice?

Little lamb, who made thee?
Dost thou know who made thee?

WILLIAM BLAKE

12

Twinkle, twinkle, little star,
How I wonder what you are,
Way up in the sky so high
Like a diamond in the sky.

JANE TAYLOR

13

Sleep, baby, sleep!
Thy father watches the sheep;
Thy mother is shaking the dream-land tree,
And down falls a little dream on thee.
Sleep, baby, sleep!

Sleep, baby, sleep!
The large stars are the sheep,
The little stars are the lambs, I guess,
The fair moon is the shepherdess;
Sleep, baby, sleep!

14

Goop! Goop! Goop!
I wish you'd wash your face!
Goop! Goop! Goop!
Your hands are a disgrace!
Goop! Goop! Goop!
Put things back in their places!
I wish you were polite,
Instead of a
Goop! Goop! Goop!

GELETT BURGESS [1]

15

"Where do you come from, Mr. Jay?"
"From the land of play,
From the land of play."
"Where is play land, Mr. Jay?"
"Far away, far away."

"Where do you come from, Mrs. Dove?"
"From the land of love,
From the land of love."
"Where is love land, Mrs. Dove?"
"Look above, look above."

LAURENCE ALMA-TADEMA

16. WHO LIKES THE RAIN?

"I," said the duck, "I call it fun,
For I have my little red rubbers on.
They make a cunning three-toed track
In the soft, cool mud; Quack, quack!"

"I," cried the dandelion, "I.
My roots are thirsty, my buds are dry."
And she lifted her little yellow head
Out of her green and grassy bed.

"I hope 't will pour; I hope 't will pour,"
Croaked the tree toad from his gray bark door.
"For, with a broad leaf for a roof,
I'm always safely waterproof."

Sang the brook: "I welcome every drop.
Come down, dear raindrops; never stop
Until a broad river you make of me,
And then I will carry you to the sea."

17. LITTLE BIRDIE

What does little birdie say
In the nest at peep of day?
"Let me fly," says little birdie,
"Mother, let me fly away."

"Birdie, rest a little longer,
Till the little wings are stronger";
So she rests a little longer,
Then she flies away.

What does little baby say
In her bed at peep of day?
Baby says, like little birdie,
"Let me rise and fly away."

"Baby, sleep a little longer,
Till the little limbs are stronger";
If she sleeps a little longer,
Baby too shall fly away."

ALFRED TENNYSON

18. ONLY ONE MOTHER

Hundreds of stars in the pretty sky;
Hundreds of shells on the shore together;
Hundreds of birds that go singing by;
Hundreds of bees in the sunny weather.

Hundreds of dewdrops to greet the dawn;
Hundreds of lambs in the purple clover;
Hundreds of butterflies on the lawn;
But only one mother the wide world over.

GEORGE COOPER

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19

"Lady Moon, Lady Moon,
Where are you sailing?"
"Over the sea."
"Lady Moon, Lady Moon,
Whom are you loving?"
"All who love me."

LORD HOUGHTON

20. THE BABY

Where did you come from, baby dear?
Out of the everywhere into the here.

Where did you get your eyes so blue?
Out of the sky as I came through.

What makes the light in them sparkle and spin?
Some of the starry spikes left in.

What makes your forehead so smooth and high?
A soft hand stroked it as I went by.

What makes your cheek like a warm, white rose?
Something better than any one knows.

Whence that three-cornered smile of bliss?
Three angels gave me at once a kiss.

Where did you get that pearly ear?
God spoke, and it came out to hear.

Where did you get those arms and hands?
Love made itself into hooks and bands.

Feet, whence did you come, you darling things?
From the same box as the cherub's wings.

How did they all just come to be you?
God thought about me and so I grew.

But how did you come to us, you dear?
God thought of you, and so I am here.

GEORGE MACDONALD

21. THE LITTLE GIRL

There was a little girl,
And she had a little curl,
Right in the middle of her forehead.

When she was good,
She was very, very good,
But when she was bad, she was horrid.

HENRY WADSWORTH LONGFELLOW

STORIES TO TELL THE CHILDREN

Of all things that a teacher should know how to do, the most important, without any exception, is to be able to tell a story. *G. Stanley Hall.*

HOW THE ROBIN'S BREAST BECAME RED

Long ago in the far North, where it is very cold, there was only one fire. A hunter and his little son took care of this fire and kept it burning day and night. They knew that if the fire went out the people would freeze and the white bear would have the Northland all to himself.

One day the hunter became ill and his son had all the work to do. For many days and nights he bravely took care of his father and kept the fire burning.

The great white bear was always hiding near, watching the fire. He longed to put it out, but he did not dare, for he feared the hunter's arrows. When he saw how tired and sleepy the little boy was, he came closer to the fire and laughed wickedly to himself.

One night the poor boy grew so tired that he could keep awake no longer and fell fast asleep. Then the white bear ran as fast as he could and jumped upon the fire with his wet feet, and rolled upon it until he thought it was all out. Then he trotted happily away to his cave among the icebergs.

But a little gray robin had been flying near, and had seen what the white bear was doing.

She was greatly worried when she thought that the fire might be out, but she was so little that she could do nothing but wait until the bear was out of sight.

Then she darted down swiftly and searched with her sharp little eyes until she found a tiny live coal. This she fanned patiently with her wings for a long time.

Her little breast was scorched red, but she did not stop until a fine red flame blazed up from the ashes.

Then she flew away to every hut in the Northland. Wherever she touched the ground a fire began to burn.

Soon, instead of one little fire, the whole north country was lighted up so that people far to the south wondered at the beautiful flames of red and yellow light in the northern sky.

But when the white bear saw the fires, he went farther back into his cave among the icebergs and growled terribly. He knew that now there was no hope that he would ever have the Northland all to himself.

This is the reason that the people in the north country love the robin, and never tire of telling their children how its breast became red.

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A RAINBOW STORY

Once upon a time the earth was very, very dry, for there was no rain. For weeks and weeks and weeks the sun had shone down so hot on the fields and gardens that the grass was yellow from the heat, and the flowers drooped their heads in the gardens.

In the garden the red rose could no longer lift its head and smile at the children playing near. The orange-colored marigolds no longer stood up straight and beautiful like beaming suns. The forget-me-nots were so weak that their pretty blue faces were bent to the ground. The purple asters drooped their heads from thirst.

In the fields the little daisies were so weak that the cows trampled on them. At the edge of the woods where children would hunt the first wild flowers, the little blue violets were nearly dead; and the grass that lay like a blanket over all the empty places was struggling hard to keep itself green.

A little cloud stuck its head up over the edge of the world. It wanted to play with its friends, the flowers. As it came up farther into the sky and looked down

on to the earth, the little cloud saw the grass stretching out its hands and all its little flower friends, weeping for water.

"We are dead from thirst!" cried the rose and the forget-me-nots and the asters.

"Help us or we die!" cried the marigold and the daisy.

The little violets by the woods dropped their tears so fast that they could not speak.

It was such a tiny cloud and such a tiny bit of rain it carried! But even a little cloud could do something.

"I must help my friends," it said to itself, so it called to all the other little clouds back of it to come and help the flowers.

One by one all the little clouds joined hands, and floated up through the sky, until they were hanging over the garden and the field and the woods.

Then the little cloud said to all the other little clouds, "We must help them even though we give our lives for them."

One little gray cloud off on the edge grumbled that it did not want to give its life to save the world, so it loosened its hands from the other little clouds and floated away toward the west.

"We will give our hearts to help the flowers," cried all the other little clouds. "Because they have smiled and danced for us."

So all the clouds opened their hearts and let their life fall down to the earth below. What was the life of the cloud? It was a soft gentle rain that dropped pitter, patter, pitter, patter right down on to the field and the garden and the woods. The earth drank; and the grass drank; and the flowers drank and drank and drank, and their lives were saved. They raised their heads and smiled again.

But where were the clouds that had given their lives? They were gone.

Then the rose said to the purple asters, "How shall we thank the little clouds? Can we not put something into the sky where they have been, to show our love? I will give some of the red from my rose leaves."

And lo! as the rose spoke, a wonderful band of red was painted in the sky like a bow, and the little rose faded to a soft gentle pink.

The great marigold cried, "I will give of my orange color." A streak of orange painted itself across the sky, and the orange flower of the marigold became smaller in size after it had given its color. It was just like the little marigold in the gardens to-day.

"Yellow of my eye I will give," cried the daisy in the field. And the eye of the field daisy shrank to a tiny yellow, as it gave a band of yellow to join the red and orange in the sky.

In those days the grass was tall and waved in beauty. "My green I give!" cried the grass. As if an unseen hand had cut across the fields and lawns, the green lifted itself from the grass and floated upwards, taking its place beside the yellow in the sky. That is why the grass is short, for it gave half of itself to the bow in the sky.

The forget-me-nots along the border of the flower bed each cried, "I give!" and the splendid purple asters growing back of them added their gift. "Take of my color, too!" they cried.

So a band of blue from the tiny for-get-me-nots and a band of purple from the asters joined the colors in the sky. And ever since, if you look at for-get-me-nots you will see that they have lost some of their blue.

Because they wanted to help too, the tiny violets on the edge of the woods lifted their arms and cried, "Take me, take me." So the sky reached down and lifted a whole bed of violets right up into the sky.

And ever since, if the sun comes out when it is raining, you can see in the sky what each of the flowers gave to the rain clouds. It is the rainbow.

In the rainbow you can see the *red* of the rose, the *orange* of the marigold, the *yellow* of the daisy, the *green* of the grass, the *blue* of the forget-me-nots, the *indigo* of the purple asters, and the *violet* of the little flower that grew by the woods.

EMMA MILLER BOLENIUS

LADYBIRD! LADYBIRD!

Once upon a time, there was a poor little girl, who liked to play with Ladybirds, and to sing to them:

"Ladybird, Ladybird, fly away home,
Your house is on fire, your children will burn."

One day while she was playing in the wood, a lovely little carriage, drawn by a hundred red Ladybirds drove up. She stepped into it, and was carried through the air straight to a cottage, in front of which sat a beautiful lady spinning.

The lady rose when she saw the little girl, and, taking her by the hand, led her into the cottage, saying:

"I sent for you, dear child, because there is a dreadful war being fought in your land. I wish you to stay with me until it is over."

So the little girl stayed with her five years.

At the end of that time, the carriage, drawn by the hundred red Ladybirds drove up again, and the lady put the little girl into it, saying:

"Good-bye, dear child, the war is over."

The little girl was carried through the air to her parents' cottage; and they, as you may guess, were overjoyed to see her. Then they found the carriage filled with fine things for the little girl.

FRANCES OLCOTT

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THE LITTLE LONG TAIL

As a cat and a mouse ran over a rail
The cat bit off the mouse's tail.

The little mouse cried, "Cat, Cat, give back my little long tail again!"

"That I will if you'll give me milk!" said Cat.

The little mouse ran to Cow and cried, "Cow, Cow, give me milk, that I may give Cat milk, that Cat may give back my little long tail again!"

"That I will if you'll give me hay!" said Cow.

The little mouse ran to Barn and cried, "Barn, Barn, give me hay, that I may give Cow hay, that Cow may give me milk, that I may give Cat milk, that Cat may give back my little long tail again!"

"That I will if you'll give me key!" said Barn.

The little mouse ran to Smith and cried, "Smith, Smith, give me key, that I may give Barn key, that Barn may give me hay, that I may give Cow hay, that Cow may give me milk, that I may give Cat milk, that Cat may give back my little long tail again!"

"That I will if you'll give me coal!" said Smith.

The little mouse ran to Miner and cried, "Miner, Miner, give me coal, that I may give Smith coal, that Smith may give me key, that I may give Barn key, that Barn may give me hay, that I may give Cow hay, that Cow may give me milk, that I may give Cat milk, that Cat may give back my little long tail again!"

"That I will!" cried Miner, and he gave the mouse coal. The mouse gave Smith coal and Smith gave him key. The mouse gave Barn key and Barn gave him hay. The mouse gave Cow hay and Cow gave him milk. The mouse gave Cat milk and Cat gave back his little long tail again.

From *A Kindergarten Story Book* by Jane L. Hoxie, copyrighted and published by Milton Bradley Company. Used by permission.

Note. This story may be copied for the children's own reading later in the year. Arrange lines in thought groups.

THE ANXIOUS LEAF

Once upon a time a little leaf was heard to sigh and cry, as leaves often do when the wind is about. And the twig said: "What is the matter, little leaf?"

And the little leaf said: "The wind just told me that one day it would pull me off and throw me down to die on the ground!"

The twig told it to the branch on which it grew, and the branch told it to the tree. And when the tree heard it, it rustled all over, and sent back word to the leaf: "Do not be afraid; hold on tightly, and you shall not go till you want to."

And so the leaf stopped sighing, and went on nestling and singing. Every time the tree shook itself and stirred up all its leaves, the branches shook themselves, and the little twig shook itself, and the little leaf danced up and down merrily, as if nothing ever could pull it off. And so it grew all summer long till October.

And when the bright days of autumn came the little leaf saw all the other leaves around it becoming very beautiful. Some were yellow, and some were scarlet, and some were striped with both colors. Then it asked the tree what it meant; and the tree said: "All the leaves are getting ready to fly away, and they are putting on these beautiful colors because of joy."

Then the little leaf began to want to go, and grew very beautiful in thinking of it, and when it was very gay in color it saw that the branches of the tree had no color at all in them, and so the leaf said: "Oh, branches, why are you lead color and we golden?"

And the branches said: "We must keep on our work clothes, for our life is not done; but your clothes are for a holiday, for your tasks are over."

Just then a little puff of wind came, and the leaf let go without thinking, and the wind took it up, and whirled it over and over, and tossed it like a spark of fire in the air, and then it fell gently down under the edge of the fence among hundreds of other leaves; and it fell into a dream and never waked up to tell what it dreamed about.

HENRY WARD BEECHER

A BARNYARD TALK

"Cock-a-doodle-doo!" crowed the Cock early one morning. "I am the cleverest of all on the farm. Every morning I wake the people up so that the children can get to school in good time, and not have to stay in for being late. That is why the children like me so much. They feed me with corn and bread every day."

"Cluck, cluck!" said the Hen. "You ought not to crow so hard. You never give the children anything to eat, as I do. Almost every day I lay an egg; and my eggs make pancakes for the children, and they like pancakes so much that they would gladly eat them every day. Understand, then, that I am cleverer than you."

"Mew, mew, mew," said Pussy-cat, who had heard the Cock and Hen talking. "It is really I who am the cleverest," said she. "If I did not kill all the rats and mice, then those wicked animals would come and eat up all the butter and the cheese and the bread and cake, so that the children would have to go to school without any luncheon and would sit there and starve! That is why the children and I are such good friends. They give me milk and let me sit on their laps."

"Bow, wow, wow!" said the Dog. He had put his head out of the kennel when he heard Pussy boasting. "How do you think things would go if I did n't watch over the house night and day? I am surely the most important one on the farm."

Just then up came the farmer, who had overheard everything.

"You are all kind and useful," said he. And then he threw some corn to the Cock and Hen, and gave Puss a saucer of milk, and the Dog a bone.

Then they were all happy.

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THE "WAKE-UP" STORY

The sun was up and the Breeze was blowing, and the five chicks and four geese and three rabbits and two kitties and one little dog were just as noisy and lively as they knew how to be.

They were all watching for Baby Ray to appear at the window, but he was still fast asleep in his little white bed, while mamma was making ready the things he would need when he should wake up.

First, she went along the orchard path as far as the old wooden pump, and said: "Good Pump, will you give me some nice, clear water for the baby's bath?"

And the pump was willing.

The good old pump by the orchard path
Gave nice, clear water for the baby's bath.

Then she went a little farther on the path, and stopped at the wood-pile, and said: "Good Chips, the pump has given me nice, clear water for dear little Ray; will you come and warm the water and cook his food?"

And the chips were willing.

The good old pump by the orchard path
Gave nice, clear water for the baby's bath.
And the clean, white chips from the pile of wood
Were glad to warm it and to cook his food.

So mamma went on till she came to the barn, and then said: "Good Cow, the pump has given me nice, clear water, and the wood-pile has given me clean, white chips for dear little Ray; will you give me warm, rich milk?"

And the cow was willing.

Then she said to the top-knot hen that was scratching in the straw: "Good Biddy, the pump has given me nice, clear water, and the wood-pile has given me clean, white chips, and the cow has given me warm, rich milk for dear little Ray; will you give me a new-laid egg?"

And the hen was willing.

The good old pump by the orchard path
Gave nice, clear water for the baby's bath.
The clean, white chips from the pile of wood
Were glad to warm it and to cook his food.
The cow gave milk in the milk-pail bright,
And the top-knot Biddy an egg new and white.

Then mamma went on till she came to the orchard, and said to a red June apple tree: "Good Tree, the pump has given me nice, clear water, and the wood-pile has given me clean, white chips, and the cow has given me warm, rich milk, and the hen has given me a new-laid egg for dear little Ray; will you give me a pretty red apple?"

And the tree was willing.

So mamma took the apple and the egg and the milk and the chips and the water to the house, and there was Baby Ray in his nightgown looking out of the window.

And she kissed him and bathed him and dressed him, and while she brushed and curled his soft, brown hair, she told him the "Wake-Up" story that I am telling you:

The good old pump by the orchard path
Gave nice, clear water for the baby's bath.
The clean, white chips from the pile of wood
Were glad to warm it and to cook his food.
The cow gave milk in the milk-pail bright;
The top-knot Biddy an egg new and white;
And the tree gave an apple so round and so red
For dear little Ray who was just out of bed.

By EUDORA BUMSTEAD

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HOW THE HOME WAS BUILT

Once there was a very dear family — Father, Mother, big brother Tom, little sister Polly, and a dear little baby. What do you think they wanted most of all?

[Have children guess.]

They lived in a house that was rented, and what they wanted most was a home all of their very own, with a sunny room for Mother and Father, and Baby, a wee room for sister Polly, a big room for big brother Tom, a cozy room for the cooking and eating, and a room for Grandmother when she came to see them.

One day Father came into the room and sat down. "I have something to tell you," he said. "What do we all want more than anything else in the world?"

"A home!" said Mother and Brother Tom.

"A home!" said little Sister Polly.

"Well," said Father, "I think we shall have a home, if each one of us will help. I am going away to the forest. All winter I must chop down the trees, and when spring comes I shall be paid in lumber. We can use the lumber in building of the home."

"What can we all do to help?" asked Mother.

"You will be very busy while I am away," said Father, "for you must fill my place as well as your own. You must go to market, and pay the bills, as well as cook, wash, and sew."

"What can I do?" asked big Brother Tom.

Father said, "I have found you a place to work in a carpenter shop, where you can learn to saw, hammer, and plane, so you can help build the house. Now, who will take care of Baby?"

"I will, I will!" cried Polly.

So Father and Tom put away the wood for the fire, put up the stoves, and made everything ready for winter. Then Father told them all good-bye and went off to the woods.

There he worked all winter, and when spring came and the snow was melting, the river rose high, and took the logs with it down to the sawmill, where they were to be sawed into lumber.

"Some of these logs may help to build a home," he said.

In the spring Father hurried home to his family. "Oh, there is Father!" cried the children.

He asked Mother whether everyone had been helping while he was away.

"They have been good children," said Mother. "Tom worked in the carpenter shop; Polly took care of the baby; I have gone to market, and cooked, sewed, and washed."

So the home was built with a sunny room for Father, Mother, and Baby, a big room for big brother Tom, a wee room for little sister Polly, a cozy room for cooking and eating, and a dear little room for Grandmother, who came to live with them all the time.

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HOW PATTY GAVE THANKS

Farmer Gray always shut all the barn doors tight in winter weather, so that the animals would be warm and comfortable for the night. No sooner had the sound of his footsteps died away than the Cow raised her head and gave a faint Moo.

"Something beautiful happened to me to-day," she said. "Just before I was turned out into the field this morning, little Patty came running up to me. 'You good old cow!' said she; 'I had some milk to drink at breakfast and I know who gave it to me, and so I have come to say Thank you. Mother told me this morning that this was "Thank-you" day'; and then the dear child put a delicious apple into my mouth."

"Patty is a grateful child," said Bob, the farm Horse. "I was in the stall just before they harnessed me to take the family to church, and little Patty came to see me, too; and she thanked me for all the rides she had had on my back and in the haycart, and for dragging the plough and for bringing the flour from the mill. Then, bless her heart! she reached up and gave me a big mouthful of sweet-smelling hay."

The sheep barn joined the larger barn, and at the doorway between stood a mild-faced Sheep, who began to speak in her own way.

"So little Patty went to you, too, did she? I can tell you I was surprised when she brought me and the rest of the flock an extra dish of salt this morning. 'This is to say, Thank you, good Sheep,' said

she. 'We talked about you in the kindergarten and I know that our worsted balls are made of your wool, and my mittens, and my flannel petticoat, and my winter coat and dress, and Jackie's clothes, and the blankets — and oh, so many things! How funny you would look with them all on your back!'"

"Well, well!" said the Cow, "the child did make it a real 'Thank-you day.' I heard the Hens saying to-day that she has been showering corn down for them by the double handful and saying 'Thank you' for the eggs which they had given her. I wonder what put it into her head to come and thank us all."

"It was her good little heart that put it into her head," said Bob, the horse, wisely; "and I think I know the reason why she came to-day, for as I was trotting along the road to and from church I heard the family talking a good deal about to-day being Thanksgiving Day. And when Patty's grandpapa asked her if she knew why Thanksgiving Day was kept, she said: 'Oh, yes! It is the day to say "Thank you" for everything, and that is why I hurried out to the barn this morning.'"

It was now bedtime and the animals began to settle themselves for their night's rest. Mrs. Sheep went back to her woolly companions in the sheep barn; Mooly Cow sank down restfully in her stall; and Bob, after stamping and tramping a few times, bent his long legs under him and lay down upon his fresh straw bedding. But before they went to sleep they spoke again of how happy dear little Patty had made them with her thanks and her gifts.

EMILIE POULSSON

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THE NOAH'S ARK

There was once a little [*girl, boy*] who had a Noah's Ark given her for Christmas. Of all her toys she liked best to play with it.

She liked to play with the elephant. She liked to play with the giraffe. . . . [*Mention all the different animals the children might know, one by one, repeating the sentence.*] . . .

One night the little girl fell asleep among all her toys. She dreamed the funniest dream. This is what she dreamed about her Noah's Ark.

The lid opened, and all the animals walked out alive. They stood in a round ring in front of the Noah's Ark. Then what do you think happened? The Jumping Jack came to life, too. He stepped right out with his funny little legs and stood in the middle of the ring of animals and played circus with them. He made them do all kinds of tricks. The elephant stood on his head. The tiger turned a summersault. The monkey rode around on the giraffe's back. The lion stood on his hind legs and danced with the bear. [*Make up other tricks for other animals.*]

Suddenly the clock struck 8, and what do you think happened? All the little animals jumped back into the Noah's Ark. It was their bed-time, too.

EMMA MILLER BOLENIUS

THE LITTLE BEAR WHO DID N'T LIKE HIS BREAKFAST

One morning Little Bear got out of the wrong side of the bed, and came downstairs feeling very cross.

At breakfast, his mother, who was such a nice, kind, soft, woolly bear, gave him some cereal with thick cream and sugar on it.

"Oof!" said Little Bear — just like that, in such a disagreeable voice. "Oof!"

His mother put the cereal to one side and brought him an egg in a pretty cup.

"Oof!" said Little Bear.

So Mother Bear took that away and

brought him some cocoa, and some toast and some apple-sauce. "Now," thought Mother Bear, "he will surely like these!"

"Oof!" said Little Bear.

"Would you like some bacon?" said kind Mother Bear, very much worried for fear her dear little Bear was sick.

"Oof!" said Little Bear.

"Will you have some beefsteak?" said Mother Bear.

"Oof!" said Little Bear.

"Here is some nice soup!" said Mother Bear.

"Oof!" said Little Bear.

"Now, I am sure you will like this macaroni!" said Mother Bear.

"Oof!" said Little Bear.

"Well, would n't some ham and eggs taste nice?" said Mother Bear.

"Oof!" said Little Bear.

"Dear, dear! I'm afraid the poor child will starve to death!" said Mother Bear, great tears rolling down her cheeks. She was wiping them away when in came a great, big, black, fuzzy Father Bear. He looked first at Mother Bear and then at Little Bear. Then — "Here you young rascal," he said, in his deep, growly voice, "Eat that cereal!!"

Little Bear was so surprised and frightened that he ate up that cereal quickity-quick! And then he ate his egg quickity-quick, and then his toast quickity-quick, and his cocoa and his apple-sauce. He felt all nice and pleasant again, so he kissed his mother and ran out to play with all the other little bears!

By A. S. Hayes

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THE SEED BABIES' BLANKET

"Dear me," said Mother Nature, as she tucked the last of her seed-babies in bed, and spread over them a blanket of leaves, "King Winter will soon be here, and I am afraid this covering is not enough to keep my babies from his icy grasp. I must get them another blanket. What shall it be? Let me see. It should be something soft and light. And for babies, it should be white."

So she went to Mr. North Wind, and said: "Oh, Mr. North Wind, please bring to me

> A blanket pure and white,
> Soft as down, and sparkling bright,
> To wrap my little seed-babies."

But Mr. North Wind said: "I cannot unless Jack Frost will give me some of his silvery powder."

So Mother Nature called to Jack Frost: "Oh, Jack Frost, please give Mr. North Wind some of your silvery powder that he may make for me

> A blanket pure and white,
> Soft as down, and sparkling bright,
> To wrap my little seed-babies."

But Jack Frost said: "You must ask the clouds to give me some vapor."

So Mother Nature called to the clouds, and said: "Oh, kind Clouds, please give Jack Frost some of your vapor, that he may change it into silvery powder, and give it to Mr. North Wind, that he may make for me

> A blanket pure and white,
> Soft as down, and sparkling bright,
> To wrap my little seed-babies."

But the Clouds said: "We must wait until Old Ocean sends us more vapor." So Mother Nature said to the Ocean: "Please, Old Ocean, send more vapor to the little Clouds, that they may give some to Jack Frost, that he may change it into silvery powder and give it to Mr. North Wind, that he may make for me

> A blanket pure and white,
> Soft as down, and sparkling bright,
> To wrap my little seed-babies."

But the Ocean said: "The Sun must send us some heat fairies, first." So Mother Nature said to the Sun: "Dear old Father Sun, please send some of your heat fairies to Old Ocean, that he may send vapor to the Clouds, that they may give some to Jack Frost, that he may change it into silvery powder and give it

to Mr. North Wind, that he may make for me

A blanket pure and white,
Soft as down, and sparkling bright,
To wrap my little seed-babies."

And the Sun said: "Gladly!" and sent forth a host of little heat fairies that called the vapor from the Ocean to the Clouds, and the Clouds gave some to Jack Frost, and Jack Frost changed it into silvery powder, and gave it to Mr. North Wind, and Mr. North Wind made for Mother Nature

A blanket pure and white,
Soft as down, and sparkling bright,
And covered her little seed-babies.

By Mary Loomis Gaylord

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WHY THE OWL CRIES "HOOT! HOOT!"

Once upon a time, there was no fire. Then the little Wren flew up to the Sun and brought some down. But the poor little thing's feathers were so scorched and burned that she was quite naked.

Then all the birds came together, and each gave her a feather, except the Owl.

"I will not give her a single feather," said he. "I have only enough for myself. Winter is coming and I shall be cold."

"Very cold indeed shall you be!" cried the King of the Birds. "From this time on you shall shake and shiver with cold. And if you leave your home by day, all the birds of the air shall tear off your feathers."

That is why the Owl, during the day, sits at home in his hollow tree; and why, when he flies about by night, he cries "Hoot! Hoot!" for he is shivering with cold.

By Frances Olcott

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WHY CROWS CAW

Once upon a time, there were some little Eskimo children. In the Moon of the Falling Leaves, their mother took them to a forest by the sea to gather spruce boughs.

After they had gathered a heap, and piled them up on the beach, their mother told the children to stay there, and watch the boughs carefully, while she went to catch some salmon.

The children stayed, but they forgot to watch the boughs, and ran up and down the beach playing with the waves.

By and by their mother came back. The children were gone! She called each by name, but instead of their voices she heard only the hoarse cawing of some Crows that were flying in circles above her head.

So it was! Those disobedient children had all been changed into Crows! And to-day they go flying about the world, crying hoarsely: —

"Caw! Caw!"

By Frances Olcott

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WHAT THE MOON SAW

What do you think the Moon saw one night? You just listen and I will tell you: —

Once upon a time there was a man who had a dancing bear — a big brown bear that stood on his hind legs and danced for the people. The man and the bear came to an inn for the night. The man tied the bear outside behind the wood pile, then he came in for his supper. Poor bear! he never did any harm, though he was so fierce to look at.

Up in the attic of the inn three small children were playing about in the bright light of the moon. The eldest was just six years old; the youngest was not more than two years old. Suddenly, crack! crack! Something was coming up the stairs. Who could it be?

The door flew open — it was the bear, the big, shaggy bear. He was tired of staying down there in the yard, and now found his way upstairs.

The children were so scared that they

crept, each into a corner. The bear found them all three, and pushed at them with his nose, but he did not hurt them. "He must be a big dog," they thought, and so they stroked him. He lay down on the floor; the smallest child rolled over him and hid his curly head in the bear's thick, brown fur.

Then the eldest boy took his drum and beat it, bang, bang! Up jumped the bear upon his hind legs, and began to dance — that was fun! Each boy took his gun; the bear must have one too, and he held it tight as a soldier holds his. Away they marched, one, two — one, two!

All at once the door opened, and the mother of the children came in. You should have seen her! She could not speak, she was in such terror. Her cheeks were as white as a sheet, and her eyes were fixed with horror. But the youngest boy laughed and nodded, and cried, —

"Mamma, we are playing soldier."

At that moment, the master of the bear came quickly in and took the bear away. The children cried because they did not want to see him go, for they were having such fun. But the mother was glad.

That's what the moon saw.

By Hans Christian Andersen

WHY THE SNOW IS WHITE

When the world was first made, says the Fairy Tale, everything had a beautiful colour except the Snow. The sky was blue, the clouds golden and creamy, the trees green, while the flowers had all the colours of the rainbow.

But the poor snow had no colour at all. So it was very sad and wandered over the earth looking for a colour. First it went to the Red Rose.

"Oh, Rose," it begged, "pray give me some of your royal red," but the Rose said "No."

Then it asked the Violet, the Buttercup, and all the other flowers for some of their colours, and they said "No." [Repeat these conversations separately, to arouse interest.]

But a humble little Snowdrop dropped its pale head and whispered, "If my whiteness pleases you, take it all!"

And since that day the grateful Snow has kept the little Snowdrop safe and warm the whole winter through.

By Frances Olcott

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FORGET-ME-NOT

On the green meadow of Fairy Land there bloomed a little plant with clusters of blossoms white like driven snow, and with tiny golden eyes.

All the other flowers of the meadow had names, but the white plant had none. Adam had named them all, and given them their colours; but he had forgotten the little white plant. When it saw that it was overlooked, it timidly lifted up its head, and cried:

"Forget me not!"

All the other flowers of the meadow were amazed at their little sister's daring. The little white one trembled, but looked bravely up, and cried again:

"Forget me not!"

Then — lo! — its snow-white blossoms were changed! They became bright blue like the sky, while all its tiny eyes were like gold stars set in the blue!

And ever since that day the children have called the timid little plant, "Forget-Me-Not"!

By Frances Olcott

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THE CAT, THE WEASEL, AND THE YOUNG RABBIT

There was once a young Rabbit, a quiet, peace-loving Rabbit. He lived in a neat house, and made no trouble for any one.

One day he went to market to buy some parsley. A Weasel came slyly by and saw the little house. He slipped in and made himself at home.

By and by the Rabbit came home. He saw the Weasel at the window.

"Do you know that this is my house?" the Rabbit asked.

"What makes it yours?" said the Weasel. "You only dug in the ground a little, and came in here where the earth was gone. Do you think you own the earth?"

"The law gives it to me," said the Rabbit, "because I made it fit to live in. If you do not leave — I will call the police."

"The law, indeed!" said the Weasel. "What right has the law to give away and? But we will have no more words. We will lay the matter before the Cat and leave it to him."

"Very well," said the young Rabbit.

They went to find the Cat, — an old, wise Cat.

"Come nearer, my children," said the Cat, as they both began to talk at the same time. "Come nearer, for I wish to hear every word. I am very deaf."

They came close to the Cat, each talking. But as soon as the Cat had them within reach, he darted his claws out on each side, and held them both fast.

First he made way with the young Rabbit. Next he made way with the Weasel. Then the house belonged to him.

ÆSOP, by HORACE SCUDDER

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HOW THE LAME MAN AND THE BLIND MAN HELPED EACH OTHER

A certain king made a great feast, and invited many guests to it. There was to be much eating and drinking, and every one besides was to have a present.

The servants of the king in jest invited two men to the feast, one of whom was strong but stone blind, while the other had good sight but was dead lame.

"What a pity it is," said the blind man, "that we cannot go to the feast, for we should have enough to eat and drink, and a present beside. But I am blind and cannot see the way, and you are lame and cannot walk."

"Take my counsel," said the lame man, "and we can both go to the feast."

"Why, how may that be?"

"It is easily done," said the lame man. "You are strong and I can see. Let me mount your back. You can carry me. I will show you the way."

"Well said," quoth the blind man.

He took the lame man on his back and trudged along, and both sat down at the king's feast.

HORACE E. SCUDDER

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STORIES FOR CHILDREN TO READ

THE LITTLE RED HEN

One day a little red hen
found a grain of wheat.
She said, "Who will help me
plant this wheat?"
The goose (dog, or rat) said, "Not I."
The cat said, "Not I."
The pig said, "Not I."
"I will," said the little red hen,
and she did.

The wheat grew until it was ripe.
Then the little red hen said,
"Who will take this wheat to the mill
to be made into flour?"
The goose said, "Not I."
The cat said, "Not I."
The pig said, "Not I."
"I will," said the little red hen,
and she did.

The little red hen made the bread.
Then she said,
"Who will eat this bread?"
The goose said, "I will."
The cat said, "I will."
The pig said, "I will."
"No, you will not.
I am going to eat it myself,"
said the little red hen,
and she did.

THE GINGERBREAD BOY

Once upon a time
there were a little old woman
and a little old man.
They had a cat and a pig.
They both wanted a little boy,
so the little old woman said,
"I will make a gingerbread boy."
So she made a gingerbread boy.
She opened the door of the stove to see
if he was good and brown.
And what do you think!
Out jumped the gingerbread boy!
Away he ran!
He ran away from the little old man.
He ran away from the little old woman.
He ran and ran and ran.

After a while he came to a cow.
The cow said,
"I want to eat you."
But the Gingerbread Boy called out,
"I have run away
from the old man and woman,
And I can run away from you,
I can, I can."
So he ran and he ran
away from the cow.

After a while he came to a pig.
The pig said,
"I want to eat you."
But the Gingerbread Boy called out,
"I have run away
from the old man and woman,
I have run away from the cow,
And I can run away from you,
I can, I can."
So he ran and he ran
away from the pig.

After a while he came to a horse.
The horse said,
"I want to eat you."
But the Gingerbread Boy called out,
"I have run away
from the old man and woman,
I have run away from the cow,
I have run away from the pig,
And I can run away from you,
I can, I can."
So he ran and he ran
away from the horse.

After a while he came to a dog.
The dog said,
"I want to eat you."
But the Gingerbread Boy called out,
"I have run away
from the old man and woman.
I have run away from the cow.
I have run away from the pig.
I have run away from the horse.
I can run away from you,
I can, I can."
So he ran, and he ran
away from the dog.

(*Note.* You may add all the familiar animals you wish with same phraseology.)

After awhile he came to a fox.
The fox said,
"I want to eat you."
But the Gingerbread Boy called out,
"I have run away
from the old man and woman.
I have run away
from the cow and the pig.
I have run away
from the horse and the dog,
And I can run away from you,
I can, I can, I can."
So Gingerbread Boy ran and ran,
But Mr. Fox ran and ran, too.
"Ho, ho!" he cried,
"You can not run away from me."
He caught the Gingerbread Boy,
and ate him all up.

THE OLD WOMAN AND THE SIXPENCE

Once an old woman found a sixpence when she was sweeping her house.

"What shall I do with this little sixpence?" said she. "I will go to market and buy a pig."

She bought a fine fat pig at market. On the way home, she came to a stile; and Piggy would not jump over the stile.

She went on a little way, until she met a dog. She said to the dog:

"Dog! Dog! Bite Pig. *Pig will not jump over the stile and I shall not get home to-night.*"

But the dog would not.

She went on a little way, until she met a stick. She said:

"Stick, stick! Beat dog. *Dog will not bite pig.* . . . [Copy italicized part above.] . . . to-night."

But the stick would not.

She went on a little way, and met a fire. She said:

"Fire, fire! Burn stick. *Stick will not beat dog.* Dog . . . [Copy italicized speeches, working backwards.] pig. Pig . . . to-night."

But the fire would not.

She went on a little way, and met some water. She said:

"Water, water! Quench fire. *Fire will not burn stick.* Stick . . . [Copy above.] . . . dog. Dog . . . pig. Pig . . . to-night."

But the water would not.

She went on a little way, and met an ox. So she said:

"Ox, ox! Drink water. *Water will not quench fire.* Fire . . . [Copy above.] . . . stick. Stick . . . dog. Dog . . . pig. Pig . . . to-night."

But the ox would not.

She went on a little way, and met a butcher. So she said:

"Butcher, butcher! Kill ox. *Ox will not drink water.* Water . . . [Copy above.] . . . fire. Fire . . . stick. Stick . . . dog. Dog . . . pig. Pig . . . to-night."

But the butcher would not.

She went on a little way, and came to a rope. So she said:

"Rope, rope! Hang butcher. *Butcher will not kill ox.* Ox . . . [Copy above.] . . . water. Water . . . fire. Fire . . . stick. Stick . . . dog. Dog . . . pig. Pig . . . to-night."

But the rope would not.

She went on a little way, and met a rat. So she said:

"Rat, rat! Gnaw rope. *Rope will not hang butcher.* Butcher . . . [Copy above.] . . . ox. Ox . . . water. Water . . . fire. Fire . . . stick. Stick . . . dog. Dog . . . pig. Pig . . . to-night."

But the rat would not.

She went on a little way, and she saw a cat. So she said:

"Cat, cat! Catch rat. *Rat will not gnaw rope.* Rope . . . [Copy above.] . . . butcher. Butcher . . . ox. Ox . . . water. Water . . . fire. Fire . . . stick. Stick . . . dog. Dog . . . pig. Pig . . . to-night."

Then the cat said:

"If you will go to the cow
and bring me some milk,
I will catch the rat."

So the old woman went to the cow. The cow said, "If you get me some hay from the haystack I will give you milk."

So the old woman took hay to the cow, and the cow gave the milk.

The old woman took the milk to the cat.

As soon as the cat had lapped up the milk, the cat began to catch the rat. The rat began to gnaw the rope; the rope to hang the butcher; the butcher to kill the ox; the ox to drink the water; the water to quench the fire; the fire to burn the stick; the stick to beat the dog; the dog to bite the pig; and the pig to jump over the stile.

And so the old woman got home that night.

Note. If you copy story for children to read, arrange it in thought groups.

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